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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXXIII.

For the Week Ending December 29, 1906

No. 24

OSSIAN LANG, Editor.

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Upward Declension.

United States Commissioner Brown has added another valuable document to the educational contributions of the Bureau by publishing Dr. Hailmann's excellent digest of the official reports of the German experts who visited our schools during the year of the Louisiana Purchase Exposition. THE SCHOOL JOURNAL referred to the importance of these reports some months ago. The criticisms they contain concerning the work of our schools are given in a sympathetic spirit and reveal a keen appreciation of our educational needs.

One point on which there is practical unanimity among these critics is that the results produced in the first primary years are in many instances astonishing, but that the more advanced classes accomplish comparatively little. This criticism is not new, but it comes with renewed force from these visitors to our schools. Generally speaking, we do get poorer work as we advance.

Either the primary teachers overstimulate the children at the start and make them blasé, or the grammar teachers are of an inferior caliber pedagogically. It may be that both conditions exist. The fact is that in their desire to make school work interesting, the teachers exhaust in the first three or four years almost every available source of new experience. No less undeniable is the fact that the teachers of the more advanced classes in the elementary schools are not usually very anxious to labor for progress in professional knowledge and skill. The subscription lists of the educational periodicals suggest this. The text-books, too, show that there is comparatively little demand for improvement.

With us in America, with children as active and bright as any to be found anywhere, the programs of work above the fourth school year are meager and narrow. There is a frightful waste of time in arithmetic and geography, owing largely to inadequate methods of teaching. Reading is still too largely occupied with unprofitable trivialities. In history we have yet to learn to separate essentials from non-essentials. No wonder the results of the grammar schools are often disappointing.

The high schools are no less neglectful of their opportunities. To be sure, the product of the grammar schools is not as well prepared for the work as it ought to be. However, this is no excuse for the prevailing neglect of proper adjustment of the beginnings of the high school to the program of the elementary school. The first high school year was not devised by a friend of humanity. It is—of course, I am speaking of general conditions only—a cruel imposition taxing the ambition of

the neophytes to the utmost. Many lose courage and drop out. Their departure is a great misfortune. The more reasonably the high school proceeds in adapting itself to the pupils as they are, the less difficulty it will have in holding them.

It will pay the superintendent to inquire closely into the reasons why so many pupils give up the struggle to gain a footing in high school work. There is something wrong with a school which loses a large percentage of its pupils in or at the close of the first year.

Nothing stimulates a child to greater effort than the feeling of genuine growth. Artificial stimulants must necessarily lose their effectiveness in the course of time. The teacher who labors conscientiously and intelligently to broaden and deepen the children's understanding and to develop their power of independent thinking and efficient doing, will have pupils ambitious to learn and advance. Conscientiousness alone will not do it. Conscientious treadmill horses—and their number is legion—do not inspire the onlooker with the beauty and magnitude of life. Intelligence in teaching means pedagogical insight and conformity with the results of the best educational experience. It is because of the lack of intelligent teaching that the work of the advanced grammar classes and the first high school year is so generally found to be unsatisfactory.

Here are a few significant passages from the German reports as translated by Dr. Hailmann. Dr. Dunker writes:

In America, on the other hand, all great educational problems are in a fluid condition; they are discussed in meetings, books, magazines, and newspapers, often thoroly, sometimes superficially, almost always with enthusiasm and subjective conviction. The widest public is interested in the discussions. Usually the thought itself is derived from German studies, but here it is projected into the world of things, becomes a deed, often, it is true, before it is matured. The public is pleased to see it carried out; how this is done is frequently a minor consideration. Everywhere there is credulous optimism coupled with harmless diletanteism, everywhere high aim, liberal execution, but lack of solidity in matters of detail.

* * * * *

While with us the school frequently points out to the children the inadequacy of their work, holds them to the perfect solution of minor tasks with painful attention to all difficulties, and overwhelms them with difficulties and exceptions, the opposite practice prevails in the American school. Difficulties are avoided, mistakes past by; frequently the pupils are given great tasks whose performance would exceed their power, and the school is satisfied with a childish treatment of the subject and makes the impression upon the children that the problem has been fully solved. This results in quickness of judgment, self-confidence, superficiality, and diletanteism.

Dr. Muthesius writing specifically about American instruction in drawing says:

The results of the instruction, too, in the lower grades exceed all expectations. In the advanced grades, however, they do not wholly accord with this auspicious beginning. While the work of the children of eight or nine years is so admirable, the pupils of fifteen or sixteen often offer correspondingly little that is satisfactory. We should expect from the pupils of the highest grades that in drawing from nature they would have the ability to see form clearly and to apprehend an object accurately. But instruction has failed to develop a disposition to see clearly; the plant drawings of the sixteen-year-old pupils frequently present the same schematic pictures as those of the lower grades. Manifestly this is due to the fact that instruction wholly neglects exercises in accuracy. One is forcibly reminded of the desultory method of piano instruction that plays only parlor pieces without introducing the finger exercises necessary for the systematic progress of the pupil.

Lessons in Sex Physiology.

In another column will be found an interesting report of a significant meeting held under medical auspices to discuss the matter of teaching the physiology, hygiene, and ethics of sex in the schools. For three centuries discussions have turned about this point without leading to any practical result. Basedow was the first to teach sex physiology and hygiene as a regular school subject in his famous "Philanthropia," in the eighteenth century. Horace Greeley advocated the need of instruction of this nature, forty years ago. The medical periodicals have urged its importance for the last thirty years. The *Atlantic Monthly*, six years ago, published a widely read article by Henry D. Sedgwick, Jr.: "A Gap in Education," pointing out the debasement of the sexual life due to our abandonment

of instruction regarding sex to forbidden books and the secret conversations of the young. But the most far-reaching contribution to the subject was made by President G. Stanley Hall, three years ago. A rare combination of scientist and educator, Hall issued his classic work "Adolescence; its psychology and relations to physiology, sociology, sex, crime, and education." Disregardful of bigoted conventions, the author accepts sex questions as essential in the education of man and presents them without apology to the extent of hundreds of pages in all their various aspects, intellectual, physiological, and moral, so logically a part of his great work that the reading public has accepted without sensational remark what had hitherto been almost unmentionable in education.

The necessity of recognizing sex in the practical teaching of pupils is before us in a greater force than ever before. Sex asserting its mastery for evil in secret vice, debauch, disease, and enfeebled heredity, is the result of its neglect by teachers, parents, and Government. Sex asserting its mastery for health, purity, poetry, art, happy marriage, and home-life is the proposition before us. Dr. Mary Putnam calls for its presentation in schools in the same spirit as G. Stanley Hall has set it forth in "Adolescence." The call of the times is for attention to a subject which educational prudery in America has persistently ignored. Dean Balliet is right: the subject has passed the stage of inquiry as to whether these subjects shall be taught. The present question is *how* the subject is to be presented.

Program of the Chicago Convention.

STATE SUPERINTENDENT, W. W. STETSON, OF MAINE, PRESIDENT.

Subjects for the Annual Meeting of the National Department of Superintendence, to be held in Chicago, February 26-7-8, 1907.

FIRST SESSION: THE SCHOOL AND THE PUBLIC.

- a. Is the child the ward of the nation?
- b. What should the public do for the care and training of children before they are admitted to the public schools?
(Counting the kindergarten as a public school?)
- c. The financial value of education.
- d. General discussion by members.

SECOND SESSION: THE SCOPE, DEFECTS AND PRODUCT OF THE SCHOOLS.

- a. Should the school attempt the circle of the child's training, or address itself to the school segment?
- b. Admitting that our schools are defective, who is responsible for present conditions?
- c. Has the product of our schools reasonable fitness in scholarship and personal qualities for citizenship?
- d. General discussion by members.

THIRD SESSION: KNOTTY PROBLEMS.

- a. What fraction of the pupils in our secondary schools cannot derive compensating advantage therefrom?
- b. What has been the effect on the pupil of the multiplication of subjects of study and the refinement of methods?

- c. Order of development and studies suited to each stage.
- d. General discussion by members.

FOURTH SESSION: THE NON-AVERAGE, EXPERIMENTS AND ESSENTIAL STUDIES.

- a. Should the school furnish better training for the non-average child?
- b. Are we experimenting too much and devoting too little time and effort to the fundamentals?
- c. What are the essentials in subjects in the Elementary School Course?
- d. General discussion by members.

FIFTH SESSION: QUALIFICATIONS AND TRAINING OF TEACHERS.

- a. Minimum qualifications for the elementary school.
- b. Minimum qualifications for the secondary school.
- c. Growth—how continued.
- d. General discussion by members.

SIXTH SESSION: ROUND TABLE CONFERENCES.

Papers are limited to twenty-five minutes each. No appointments have been made of members who will open or participate in the discussion. One hour and a half will be allowed for this part of the program during each session.

Speakers for the evening sessions will be announced later.

Instruction Concerning Sexual Hygiene at School.

On the evening of December 13, the lecture room of the New York Academy of Medicine was filled with a company representative of the various educational interests of the city, assembled to discuss the teaching of the physiology and hygiene of sex. Present were Dean Thomas Balliet of the School of Pedagogy of New York University; Dr. Luther Halsey Gulick, director of physical training in the New York City public schools; Miss Josephine Beiderhase, chairman of the department of physical training, Wadleigh High School; Miss Kate Turner, secretary of Erasmus Hall; Principal Katherine Blake, Public School No. 6, Manhattan; Principal George Chatfield, Public School No. 51; Dr. John P. Conroy, principal of Public School No. 179; Principal William McAndrew, Washington Irving High School; Mrs. Mary G. Williams, director of domestic science, New York public schools; Mrs. Mary Schenck-Woolman, Columbia University; Dr. Frank K. Perkins, Public School No. 26; City Superintendent Wm. H. Maxwell; Associate Superintendents George Davis and Edward B. Shallow, and over two hundred teachers and physicians.

The meeting was held under the auspices of the Society of Sanitary and Moral American Prophylaxis.

Dr. Balliet in opening the discussion said that the problem of teaching the facts of sex has been kept in the background by social conventions but that it must be faced and solved. We may not shrink from it. Its study is imperative to every one charged with the management of schools and the advancement of education. It has been objected that instruction in the functions of sex should be given at home. This has been the objection to every new thing ever introduced into schools. The natural place for instruction in everything that the schools now teach is the home. But the home-taught reading and writing and arithmetic and hygiene and sewing imperfectly, spasmodically, or not at all. A company of men and women especially prepared to teach these things, and making it their main business in life evolves from the necessities of the children, and thus schools arise. In the same way comes this need of knowledge of life and reproduction. No one can say that it is adequately taught at home. Many otherwise intelligent parents do not teach it at all. Children of the best families are left to derive their knowledge of sex from the most depraved talk and books and pictures. Some of the highest functions of life become in the minds of children associated with the lowest ideas. We find many children so surrounded by vicious suggestions that it is a wonder any of them grow up decent. The problem that confronts us is whether sexual morality is to be neglected as generally as it is now, or whether it is to be made a subject of special study and teaching. Very few teachers have given thought to how this is to be done; very few are therefore prepared to teach this kind of morality. It takes a special kind of fitness for teaching any kind of morality at all. It is easier to train the intellect than to develop the moral will. But the problem must be met and it is time for teachers to discuss it.

Professor Burt C. Wilder of Cornell University said that the testimony of medical journals and practitioners as to the prevalence of sexual diseases is appalling. One must shrink from saying what this condition is. The amount of sexual corruption from childhood up is terrible, with its long list of vices: masturbation, illicit intercourse even of little children with other children and with older persons are prevalent. Out of 232 college students canvassed 132 confessed to masturbation, 92 to other sexual sins, 24 confessed that they had yielded to

this kind of temptation after they had decided to become ministers. Professor Wilder said he had brought with him a great many documents showing the prevalence of sexual vice but did not have the courage to quote from them.

"Shall we leave instruction in sexual hygiene to chance; or shall we take it up systematically in our institutions of learning? I confess I do not know."

Dr. Mary Putnam presented some results of investigations made by her in the schools of twenty cities. In the hundreds of schools thus studied she found hardly any attention given to sex instruction. In three girls' high schools she found that women physicians gave brief talks on menstruation, pregnancy, child-birth, and nursing. She reported that many teachers said they felt the importance of sex instruction but shrink from giving it. In some cases teachers had spoken privately to some students thought to be in need of advice and had handed them some tracts, but had been told by the principal or superintendent "not to stir these things up." Teachers are familiarizing their pupils with sex in flowers and the lower forms of animal life but nothing is done to educate students in the more important and pertinent facts of human sex. Shame, mystery, and actual evil are associated with sex in the minds of children, especially those over ten years old, but these are acquired ideas, not natural. The children acquire them from the persistent habit of their elders. To a child there is nothing shameful about sex. His mind is as open to true teaching regarding it as to any of the other great facts of science and life; but we stumble and evade and apologize before our teaching of it until we create an abnormal and unfortunate atmosphere about the whole subject.

Hundreds of thousands of people are suffering from sexual diseases who have committed no sexual faults at all. Innocent wives contract them from infected husbands. Heredity transmits them. The infection is easily given by drinking cups. It gets into the blood in various ways. No home is immune from the dangers of sexual sins. The doctrine of leaving the matter alone that disease may punish the guilty is utterly inadequate, as many innocent are infected for one guilty one. Loyalty to loved ones, loyalty to the whole race, loyalty to the unborn must be realized.

Normal schools, especially, should at once undertake the instruction of their students in the physiology and hygiene of sex. The prejudice against it is most damaging to the entire country. One prominent educator, in whose power is a great deal of the happiness of thousands, says: "I know of no men and few women among our teachers whom I should be willing to have teach the physiology of sex." We want educated teachers who can and will make efforts to protect the nation from the terrible risks which surround it. Sexual vice should be checked if not for moral then for physical reasons, because of the ravages so plainly discernible from all statistical investigations. Instruction as to the sexual diseases belongs with that regarding tuberculosis and diphtheria. It is an anomaly that one class of dangerous diseases should be excluded from the contagious diseases that physicians are required by law to report to boards of health.

Each sex of school children needs special instruction and regular and thoro study. The use of pamphlets gives strength to the wrong idea of mystery, secrecy, and shame. It is not a subject for concealment. The scientific method of teaching it in connection with biology and physiology is the best because this is where the subject belongs and thru this channel it is approached naturally, without a sensational atmosphere and without

arousing home criticism. The difficulties are largely imaginary; they lie with the teachers, not with the children. Our assumption that we are treading on dangerous ground, our apologetic, hesitating manner creates the wrong impression and defeats the purpose desired. Those who have sincerely and calmly given this instruction testify that its reception has been all that could be desired.

Mr. John R. Elliot, of the New York Ethical Culture Schools, doubted the expediency of bringing in a physician to teach sex knowledge. It aggravates the wrong notion that the subject is unusual. It should be taught by teachers who have the confidence of the pupils, as elders who are able to select from the great storehouse of learning that knowledge which is of the most worth.

It is a fact that most of the impure thoughts and speech of children come from children. Adults do not corrupt children much, but from youth to youth, back before the dawn of civilization a tradition of corruption has been passed along. This suggests a possible use of youthful leadership in purifying the school atmosphere. Study the school classes and discover the leaders, the boys or girls whom the others copy. The group leader's words go further than ours. Impress them with the glory of clean

thoughts, and of the will to do right.

"With the value of knowledge of the functions of sex I have no dispute, but that it is sufficient to deter men and women from vice is doubtful. The dangers of drunkenness are known but the inebriate falls not from lack of knowledge but from lack of will. Knowledge is not sufficient to deter mankind from sexual sin, but love, respect, and honor are. Teach children what their indulgence means to those they love, to their fathers, to their mothers, to their sisters, to their brothers, and to their friends. The resolve of a boy to have with a woman no relation that he would be unwilling a man should have with his sister or his mother is an old device of morality; but it is effective. Let the youth understand that you know and all men know that continence is noble and indulgence is weak; that the man who sins inevitably wrongs the woman, no matter who she is; that the woman who sins inevitably wrongs the man; that both wrong each other. Let the school teach that the foundation of our national greatness, of our happiness, and our health is the home and that sexual indulgence always, without exception, undermines the home feeling and strikes a blow, none the less effectively because secret, at the nobility of manhood and womanhood."

The Living Wage of College Women.

"If I keep my present position," said a comparatively young college graduate engaged in a preparatory school, according to an article in the *New York Sun*, "and live as I should, dress as I should, spend vacations in recreation as I should, indulge myself thru the school year in concerts and theaters as I should, retain my health, and meet with no unforeseen demands, by the time I am sixty years old I shall have enough money laid by to get me into a nice old ladies' home."

Perhaps the frequency of such statements, made not in complaint but as matters of fact, has moved the Boston branch of the Association of Collegiate Alumnae, aided by the Massachusetts Bureau of Statistics of Labor, to investigate the economic condition of college women. Heretofore reports as to the effect of college training upon the health of women in certain occupations, have been published under these auspices. In addition the United States Government has taken up the status of teachers, but not differentiating collegiate and non-collegiate. For the same reason reports made by teachers do not answer the questions of the conditions under which women who are salaried college graduates work and live.

The latest meeting of the New York branch of the Association gave up the entire interval between the report of the annual meeting held last spring in Chicago and the serving of afternoon tea to an informal and spirited discussion of "The Living Wage of College Women."

Among the questions from which the living wage is to be deduced are: "Your object in taking a college course? Your conjugal condition? Do men receive more, less, or the same pay in the same grade of work? Do you receive a higher salary because of your college training? If you board or keep house, the cost per week for food, room-rent, laundry, and annual furnishings and repairs? In your experience, what is the lowest price in your neighborhood for which suitable accommodations can be had? What, in your opinion, should be the minimum annual excess over cost of mere physical existence for a college graduate, to give her a satisfactory return? (The college woman has not only spent a considerable sum of money, but she

has lost four to six years of wage-earning time.) The statement is currently accepted that no class spends so large a percentage of its income for 'conspicuous waste' as the scholarly class. How would you remedy this state of affairs?"

Promptly beginning at the end and working backward, various alumnae suggested that the college graduate ought to have a different standard of needs from the wealthy uneducated; that of late years, the cost of living has increased from thirty to thirty-five per cent., and that salaries have not kept pace; by practical accounts of a group of housekeepers, the living wage for "suitable" accommodations in the city must be \$1,000, and that "for any human being" \$10 a week excess over necessities is required. Also, not a more frugal but a more intelligent expenditure of money was advised, especially "in relation to the food supply."

Concerning trades entered by women an encouraging account was given by an architect who, in the first year of shifting for herself, cleared \$500 more than when in an office, and a discouraging account of a lawyer who found that firms had to reserve places for the sons and relatives of important clients. Any trade but that of teaching was recommended for those who felt impelled to do more than "leaven the social lump." Nevertheless the discussion tended naturally not to the living wage of women who manage estates, are florists, interior decorators, farmers, journalists, illustrators, doctors, missionaries, actresses, etc., but to the living wage of the majority of college graduates, who are teachers.

On this point many spoke with authority. The \$500 or \$600 offered to a college assistant or lecturer is, of course, a subsidiary wage and renders such positions of nominal honor, prohibitive to many women of advanced learning. This accounts for Ph.D.'s in primary grades. In the public schools of New York City teachers in elementary grades receive from \$600 to \$1,200, the heads of departments \$1,600, and a principal \$2,500 to \$3,000. In High Schools, where a college degree is almost essential, the girl just out of college receives from \$700 to \$1,000; with experience, \$1,100 to \$1,900. The first assistant receives \$2,000 to \$2,500. At present there is no woman high school principal.

As commentary on these figures, it was suggested that, as a general rule, salaries were not high enough; that people, bound by old rules, and not in proportion to increased living expenses, were not willing to pay enough for the education of their children. On the other hand, many a teacher is in the profes-

sion who would do better elsewhere. A college training does not entitle one to a school position; and the teacher who bemoans "I wish that vacation would come—this is all a terrible bore anyway"—is not of great pecuniary value. When she is efficient, she is in demand and can command a living wage.

Range and Limits of the Preparatory School.*

By CHARLES F. THWING, President of Western Reserve University.

The general law which determines the functions and limits of the preparatory school is the law of the increase of the relationship of truths as education advances. The first stages of education are concerned primarily with facts, the apprehension of individual truths is the chief function. As education proceeds, the apprehension of individual truths, of course, proceeds also, but the relations of these individual truths to each other and to other truths become yet more significant. The preparatory school stands in the mist of the application of this general law. Individual facts still have great value; apprehension and memory are yet primary functions; but the function of comparison and of relationship has begun to come into force in the mind of the student, and is to continue to play a yet more important part as his education proceeds.

Under this general law the preparatory school is not to forget that its primary function is twofold; it is to fit boys for college; it is also to fit boys to use the phrase which is used in one of the earliest documents of the Phillips Academy, at Andover, for the "great business of living." These two functions should be so planned and so conducted that they should be essentially one. The best preparation of a boy for a good college should be an equally effective preparation for a good life, and the conditions for admission to college should be so broad that what fits a boy well for the "great business of living" should also prove to be a worthy preparation for entrance to the freshman class.

In the performance of this duplex and yet one function it is the duty of the preparatory school to give the student a thoro training in the elements of the Latin language. Many arguments used for the study of Latin seem to me puerile. But there are two considerations which are of primary value. One of these considerations relates to the fact that the student who knows Latin extends vastly his conception of both the modern and the ancient world. He lengthens out his past by considerably more than a thousand years. The student whose linguistic studies begin and end with French and German has a past to his world of not over three hundred years; in German it is much less. The student who reads his Cierco and Virgil, even with all the haltingness which is so common, and so at once lamentable and ridiculous, lengthens out these three hundred years to two thousand. Is it not worth while for every boy and girl to think of life adequately, comprehensively, largely? Is it not advantageous to have a great and noble background for thinking, for judging, and, even more, for feeling? Is not the present more real and more significant when it is seen that the present puts its roots down into the walls of the tufa stones of the Roman forum? Whether one goes to college or not, it is of the highest importance to be able to relate one's self in heart and mind to the older world, out of which has come the present.

Furthermore, I hold a brief for Latin on the ground of its value in the formation of what one may still call English style. Why is it that so few of the writers of to-day possess a sense of style? The causes are doubtless manifest; but one cause at least is evident. It is the decline in the thoroness of training in Latin and the shortening of the period

which most students spend in the study of the language. I will not go so far as does my friend Prof. Barrett Wendell of Harvard College, that most interesting critic, who tells me that in his opinion the only way of forming an English style is to write Latin verses; but I am glad to go with him so far as to say that one of the best ways of forming an English style is such a study of Latin that one can read his Horace without translating it, or, if one be not able to go so far as that, one may say that a good way of forming English style is also the putting of Horace or Livy or Cicero, both essay and oration, into noble English. If, therefore, what we call style in writing English has value, it is evident that Latin should form a part, and no small part, of the studies of the preparatory school.

Other considerations for the pursuit of the language might be added, but the limits set for this paper forbid their presentation.

I therefore pass on to say what seems to me also of some immediate importance. The preparatory school is to remember that it is to prepare the boy or the girl for the future in his heart, feelings, expectations, as well as in the formal intellectual disciplines. I mention this element, for so many foreign schools (by chance I write in Florence, Italy); seem to let the boy suck life's orange too early. Life's pleasures and satisfactions of a more material sort he has come to possess while he is still in his 'teens. Life's higher contentments he may have accepted and in part vacated before he is in full readiness for them. To him the noon of his characteristic development has been reached before the hour of twelve, and its early promise of nine o'clock has struck at the hour of seven. The approach to life's noble and great experiences is to be gradual. The freshness of life is not to lose either its dew or its bud. The idea of the blasé is to be sentenced and cast out of the preparatory school as not being in good form. The tendency of these boys to ape the manners and sports and ways of college men—and all imitations are usually of the worse and not the better—is to be discouraged. To these boys these school days and these school walls are to represent both living and life—splendid, hopeful, inspiring, full of fascination.

For securing this great result of intellectual and emotional freshness the teacher is the chief or the only force. Men, who, while manly, have been able to keep the boys themselves, represent the type. Methods are of slight avail. The men, forces in themselves, create the school atmosphere, and atmosphere is precious. Such men are hard to find. Scholarship is primarily of the intellect, and scholarship while transmuting the intellect into an engine of power and of delicacy may yet desiccate the emotional nature. These men, teachers in these schools, are indeed to be scholars, but they are to be more than scholars. They may be humanistic; it is well; they should also be humane.

But more and most, they should be human. Simple humanity is the chief thing to be asked for in a teacher, as indeed it is in the members of any profession. Such teachers, being human, are able to sympathize with the boy, to see with his eyes, and to feel in and out his exultations and disappointments. Such men, may God give them to us in the preparatory school and in the college, too.

*Reprinted from the New York Times.

Prescribed Sports.

[Editorial in New York *Tribune*, December 12.]

There is no graver matter agitating the world today than the question, What is a proper college sport? College authorities, having solved the puzzling difficulties of the curriculum and fashioned a course of studies which turns the student out a polished and finished intellectual product, are giving their attention to the things which form the other sides of the student's nature, so as to make him a well rounded man. They are trying to formulate a curriculum of sports which will make him as cultured physically and morally as the picking of his way among mental the pastures of the university by "election"—without "divine grace"—makes him intellectually. Child study is bearing its fruit. The calipers of wisdom have not measured the adolescent cranium in vain. The pin-prick test and the fatigue machine have caused a great searching of hearts over the results of the ancient self-confident systems of education. Play, it has been discovered, is the great teacher. Then, are not educators neglecting their opportunities if they allow play to slip out of their hands and go on unguided by superior knowledge of the psychological adaptability of means to ends? Unregulated play makes Jack a bad boy.

It is with these considerations in mind that the faculties of the universities are giving their attention to a proper curriculum of sports. Obviously, a college youth may be trusted to thread the maze of the intellectual curriculum unguided and unrestrained except by his own appetite for knowledge. But no such election should be permitted regarding play. If the A. B. degree is to stand for anything definite it must signify that the bachelor has wandered fancy free over the fields of science, literature, and art, sipping like a butterfly the flowers of culture on his errand way, and that he has simultaneously pursued a course in sports free from the dissipations and temptations of the "elective system," as stiff and definite as the old "prescribed" classics-mathematics plan of mental training. Who shall say whether a bachelor under the present haphazard dispensation has pursued football, or hockey, or baseball, or basketball, or tennis, or rowing, or golf; or, profiting by the elasticity of our present elective system of sports, has chosen some "soft snap," like tiddledewinks or mumble-the-peg, and loafed his way to his degree without the real educational advantages that spring from a proper course of sports?

Dr. Eliot, of Harvard, is a leader in this great movement for ending the elective system of sports, as he was the leader in introducing the elective system of studies. His university has not yet taken any definite action on the sports curriculum, but Dr. Eliot has not hesitated to show why certain sports should be excluded. Every sport in which there is a possibility of cheating should be proscribed as an educator of youth. Obviously, the opportunities for cheating should be confined to the intellectual side of the bachelor's training. Such chances as there are for cheating in recitations and profiting by "cribs" on examinations are enough for a man, without his being endangered by temptations to dishonesty in sport. Football is unmanly, rough, full of opportunities for dishonesty. Basketball is just as bad. Baseball is tricky and unsportsmanlike and dangerous to the umpire. How often in golf a lie is a lie! Too many in the "royal and ancient game" imperil their souls by a surreptitious choice between a "cup" and a "tee"! Tennis and rowing are the only blameless sports—the classics and mathematics of the modern "prescribed" course of the A. B. of play. They are morally and physically tonic. The young man whose character

is imperiled by the temptations of the class-room and the examination paper may learn from tennis and rowing how to be truly good.

If anything else should be added to this prescribed course in sports we feel certain it ought to be hazing. Naturally, hazing could never become an intercollegiate game, but then so much the better, for we already have too many intercollegiate sports—gladiatorial spectacles which distract the college mind and overexcite the undergraduate emotions. Tennis and rowing are enough for intercollegiate contests. Hazing will serve as a strictly intramural pastime. No one can truthfully say that hazing affords an opportunity for cheating. When a youth is bidden to drink a bottle of milk or sing a song in public his taskmasters who supply that important desideratum of true sport, team work, see to it that he performs his stint without shuffling or evasion. In the recent case of hazing by which Harvard pardonably prides herself on establishing a "record" the young man shoveled snow with a soupladle without the faintest suggestion of that cheating which spoils most sports. He took the temperature of street-cars with the patient honesty worthy of a great scientist. He walked the midwinter streets of Boston in summer flannels in which there was no guile. He made his breakfast on mustard pickles served in buttermilk and raw oysters swimming in maple syrup, finishing with a squash pie. What chance, we should like to know, was there for cheating here? He delivered papers and carried about a "Teddy bear," two operations extremely open and aboveboard. There is an obvious moral discipline about this, strengthening to students overstrained by the inevitable temptations of the intellectual side of college life. We make bold to say that no man can have been properly hazed without being a better man, more fully equipped for life and worthier of the honorable degree of A. B.



The Value of Rest.

ELLA ADELIA FLETCHER, in the January *Delineator*.

The inability to rest, either at night or by means of short respites from activity during the day, is the beginning, with many women, of a nervous breakdown, and should be heeded as nature's warning that all is not well, and that the routine of life, whether of work or pleasure, must be closely scanned and so changed as to lessen the strain. Hurry and excitement, with constant overstrain, which is working on the nerves, are subtle nerve-wasters, for they consume double the energy required for the mere performance of the given act if it were done reposefully. Moods are to blame for much of this mischief injected into lives; but we should master our moods, not be mastered by them.

The amount of regular sleep required varies with the constitution, age, and habits of life; the brain worker, whose drafts on vitality are the largest, needing the most. At least seven to nine hours sleep are needed by all who lead active lives and would keep themselves physically and mentally at the summit of their powers. Physicians agree that woman commonly requires at least an hour's more sleep than man; but also that she bears deprivation of rest better. This is due, however, to the fact that in crises which demand wakefulness her sympathies and emotions are commonly involved, and the intensity of her interest keeps her alert. Not till the excitement—which in her is an exaltation of spirit holding her to duty—is passed will she feel the loss of rest, but then she should yield herself to an increased amount of sleep, as should the brain worker after every unusual and prolonged effort.

Secret Societies in High Schools.

F. W. COBURN.

To fraternize or not to fraternize is a problem that is now agitating high school lads and lasses in many an American community. Their teachers for the most part appear to be determined that they shall not. There are signs of a widespread movement among educators to abolish Greek letter societies from secondary schools. Resolutions to that effect were adopted the other day in Chicago. The agitation has assumed especial importance in a number of New England towns. It contains features that would seem to be of importance to schoolmen everywhere.

The first serious protest, so far as I know, in the eastern part of the country, against these fraternities which, in imitation of the societies that flourish in the colleges, have been organized in many of the high schools about Boston, arose two years ago in Winchester where Rev. J. W. Suter, an Episcopal clergyman, formerly a member of the School Board, denounced the Greek letter fraternities as undemocratic and tending to create cliques and factions among young people who ought to be united by common interest in their studies and in harmless amusements. There followed a spirited controversy, carried on thru the columns of the local press. Old-time Yankee individualists inveighed against the proposal to limit young people's personal liberty and initiative. Many sensible citizens, on the other side, sided with Mr. Suter, who did not indeed immediately accomplish his object of securing a prohibition of the fraternities but who certainly made it obligatory that their members cease making exhibitions of themselves in public places.

In other towns of Massachusetts the fraternities and "sororities" have more recently been assailed. In Gloucester, for example, the School Board not long ago addressed a letter to the parents and guardians of pupils asking their co-operation in breaking up these associations, the influence of which they distrust. The ground on which interference is based in the Cape Ann city is that such organizations encroach upon time which should be devoted to study, that they are expensive and that their tendency to break the school into antagonistic groups is unhealthy and undesirable. To the spirit of the letter which was submitted the principal of the Gloucester high school, Mr. A. W. Bachelor, heartily subscribed.

The boys in the Gloucester school, it seems, have a fraternity, the Sigma Upsilon Phi, the girls one which they designate as the Delta Theta.

The local public was scandalized this early autumn by a sensational initiation in the course of which candidates for the boys' society paraded up and down the streets at midnight in their night gowns and pajamas and then, in the wee small hours, adjourned to a summer cottage outside the city where they continued their antics until school time. Such affairs are naturally resented by decent citizens as not according strictly with the purposes of education that costs the community heavily; and, whether or not the fraternities are stamped out, it is unlikely that such an affair will occur again for several years.

Melrose, a suburban city about ten miles from Boston, has also been shaken by an anti-fraternity agitation. Resolutions condemning the secret societies of the high school have been prepared by a special investigating committee of the School Board consisting of Edwin S. Small, Mrs. Isabel Stantial, and Mrs. Holden. These resolutions were presented to the full Board at a meeting attended by scores of interested parents. They are to be considered further.

The special committee declared that membership in the Melrose societies is "based on good dollars, good looks, and parental wealth." One paragraph of the resolutions states: "We are firmly convinced that rather than allow our great system of public schools to become debased into schools of cliques and caste, of contempt for humanity, scholarship, and duty, it would be better for the youth, and better for the commonwealth, if our school-houses close their doors and the children labor for an honest livelihood."

The immediate outcome in Melrose—and no doubt a similar result can be predicted for other places in which a similar agitation has been started—seems to have been the division of the town into factions, one siding with the "martyrized" young people, the other supporting the duly constituted authorities. Among parents there is by no means the unanimity one might expect in so plain a case.

That fact prompts a bit of moralizing. Whether the final result—for anything but the disappearance of the obnoxious societies is unthinkable—could not be hastened by a more psychological method of attack is a query I should like to put, and then leave unanswered. It must be conceded that there is no logical defence for the existence of Greek letter societies in public high schools—even if they are defensible in the colleges, of which, as a non-fraternity man, I am extremely doubtful. But neither, I suspect, as a citizen happily without "lodge" affiliations, is there any logical *raison d'être* in the midst of the rich full life of our democracy for the masonic and other orders. These organizations are simply persistent thru force of tradition and thru the survival into our times of instincts, proper and necessary in the centuries of semi-civilization. They appeal with particular force to those people who are intellectually still in the Middle Ages.

So that secret societies with their paraphernalia of degrees and mummeries are no doubt, among certain types of mankind, biologically if not logically reasonable. They subserve definite needs of the sort of people who compose them. May it not be true, therefore, that the high school fraternity partially supplies, tho in an extremely undesirable way, a need of young people in a certain stage of development? Is it not possible that correction of the evil lies not in forced elimination but in quiet substitution?

Just what the nature of the substitute should be, far be it from a man out of practical school work to suggest. That is up to school principals and superintendents. It is also part of the school community of the future.

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Modern History Teaching.

By MILNOR DOREY, English Department, High School, Trenton; N. J.

History is not taught in the public schools to-day as it was fifty years ago. The business man, the lawyer, the doctor, now hurries to his office absorbed in a life widely remote from the life of his childhood days, but thinks that school keeps in much the way it did when he had something to do with it—if he thinks about it at all. When a boy, he shuffled along thru the dust to the red school-house at the crossroads, with his Noah Webster, Nicholas Pike, or Peter Parley under his arm, droned the day thru, and went home to his chores. His recollections of those days are confined to sleepy hours spent in "ciphering" Pike's "Alligation Medial" and the "Properties and Tonnage of Noah's Ark," or cramming into his puzzled brain the Ten Commandments, the "decline and fall" of man, and the "primrose way to the everlasting bonfire"—all in the sugar-coated guise of grammar, geography, and history. Each year found him in the same old humdrum round; and he might have been there still, had not a rapid physical growth pushed him on to the time to "graduate."

If there is still in him any mellowing affection for those days, it is at the memory of stolen moments behind his geography, with the clumsy leather-backed history before him, and the fascinating deeds of his forefathers probing his imagination. The text-book was soporific, and the teacher stupid; and probably all the real history he ever got was from a stolen peep at Cooper or Washington Irving, or some romancer not so well known. No matter if the pictures represented Captain John Smith embracing a coy Pocahontas dressed like a ballet dancer, or Christopher Columbus jumping from his ship into the arms of the American Indians like a winged Pegasus, those were the times when he learned history. To be sure, the print was bad, the cuts worse, the style dry and didactic, and the instruction uninspiring; but history was not learned on the sagging benches underneath the master's stern, oracular goggles, but behind the sheltering geography, or under the sputtering candle, and in the field when the plowshare overturned some rotting skull or Indian hatchet.

To our nowadays scientific and esthetic mind the colonial and constitutional period histories could not have been more uninteresting. The paragraphs were brief, unamplified, and isolated. There was no attempt to view history as a growth or as a whole. Fact succeeded fact in detached, unrelated form, and with cannonade-like precision. And what were those facts? This is a sample: "The innocence and felicity of the first pair were of very short duration. They violated, with daring impiety, the sole command of their Maker. The precise time of the transaction cannot be determined, but it was probably only a few days after their creation." The teacher taught solely from the book, droning it out, making the same edition serve all grades of pupils, and for all time—until they rotted on his hands. He had no conception of the illuminating quality of facts, and went on year after year cramming them down the throats of his terror-stricken pupils, whose only incentives to cultivate their memories in this fashion was their previous hours of elation when they had a chance to dream—perchance, while lying abed in the morning and staring at Indians on the white plaster walls. The only indications of this secret ferment was the frenzied waving hand of Billy Jones or Tommy Sykes when Johnny Bates did not know what the war of 1812 was all about, and the teacher had shouted out the welcome word "hands!"

Such was the way they dispensed "history" to us in the forties; and the pedagogs kept at it in the same old way until far into the eighties. Any of us who remember our Barnes and Swinton (peace to them!) will recall counting the weary hours conning the same array of deadly facts, facts, facts. The intelligent Montgomery to-day charms us with a real literary style—something never thought of in a text-book before. The war clouds of the Franco-Prussian War may have settled some fifteen years before, but the histories of our callow youth very respectfully stopped at that point with abrupt, mysterious silence. School histories to-day describe President Roosevelt chopping wood at Oyster Bay. Our older teachers informed us with profound assurance that Plymouth Rock was stepped on in 1620, and that Gettysburg was a very important battle indeed. To-day the boys and girls are given mammoth excursions to these points, with vociferating guides and soda-water thrown in. No doubt we informed our teachers on examination day, as certain of our forefathers did, that "history is a book that the scholars study about," or on another occasion, with great prophetic truth, that "history is studying an examination." If to-day we were suddenly to be penned up in school with histories in our hands, we should find ourselves performing some astounding feats.

Historians have been much more painstaking and industrious since we went to school. Besides, there have been more boys and girls to cram history into. We should have to know all the ins and outs of the American political campaign for years back. We perhaps should gain a smattering of the recent course of American diplomacy in the Japanese-Russian War. The presses are kept hot turning out histories of these matters, written up from all points of view and in every style and language. The Committees of Seven, Ten, and Twelve, the Educational Associations, teachers, publishers, and authors, are constantly getting their heads together to devise something new for the department of history in the public schools, either in the books or teaching method. Possibly in no other subject, save English, is there so much interest taken to-day, such frantic anxiety to devise "modern, scientific, pedagogic schemes for arousing, maintaining, and propagating enthusiasm," as in the subject of history. Not content with the high school, the history-teacher has invaded the primary grades, with the text-books and instruction "placing the greatest emphasis" on such institutions as the colonizing movement, the revolutionary wars, the explorations and conquests, and such important characters with their deeds, as Williams, Hudson, Paul Revere, Penn, Washington, Franklin, Fulton and Whitney, Lincoln, Grant, and McKinley. Effort is constantly made "to awaken the child's mind to an intelligent and rational conception of the nation's growth and trend," and to "instill a love for its principles and heroes." On thru ascending grades, the older pupils study history "topically." Books are constantly revised, the libraries are filled with endless volumes of reference and supplementary works which they use in their labor. The teacher, specially trained; thoroly alive to the demands and possibilities of his field, conducts recitations, oral and written "tests," "informal and formal discussions," "topic analyses," "excursions to historic points," all from "the scientific basis." Lectures are given at institutes and before the schools; countless maps, pictures, portraits and drawings, works of art, and models of all kinds are drawn into service, that no stone may be

unturmed in shoving on the ten-year-olds what the human race has been doing, why it did it, how it affects them, there in their seats, and what they should do in the future.

Ancient and medieval history suffers the same. Not stopping at the Declaration of Independence and Abraham Lincoln, or Solon's laws, feudalism, and the Magna Charta, the pupil must get at the facts about the Magyars, Odovakar, Bellerophon, Ptolemy Soter, Mettius Fufetius, Cynoscephalae, acts, bills, bulls, and laws without end, leagues, diets, covenants, wars, battles, names, and dates, and be able to write, discuss, or orate upon the effect of history on literature, art, science, economics, morals, and religion. And the end is not yet.

This is all very well. We would not for the world have our younger generation grow up in ignorance of the fact that Hercules did not perform thirteen labors; that Nerva ruled Rome sixteen months and not seventeen; that Henry VIII. would likely have married again if he had not died so soon; that Christopher Columbus wore red stockings; and that

Sheridan's celebrated Winchester was nineteen and not "twenty miles away." But there come moments when we want to run away from the countless libraries; the breathless, scrupulous, adorned school-rooms; the routine details of recitations, examinations, lightening-like quizzes from encyclopedic teachers; the endless fret for facts; and bury ourselves in musty reminiscences with our good friend Peter Parley or Barnes. No doubt, in those days we did not learn so much or receive such efficient training for usefulness, as our children to-day. No doubt, if we were children to-day, we should still enlighten the world with the fact that "Washington crossed the Delaware in 1492," that "the Boston Tea Party was the first one ever given," or that "Lady Jane Grey studied Greek and Latin, and was soon after beheaded." Childlike, we should certainly say, as one did recently with solemn conviction: "Caesar was a great man. He wrote a book for schools in Latin, and was stabbed in the Capitol." But, after all, would our knowledge of real history and its meaning be any the less?

What's in a Name?

By EMILY C. WEBBER, California.

Many citizens of Christendom have worn the names of their patron saints; similarly the ancients sought for their strongholds the favor of the gods.

Athens, most famous of Grecian cities, received its name, according to the tradition, from its patron, Athena, goddess of wisdom. Athena, Minerva in the Latin, presided over many arts of peace; prudent and righteous were her ways, and gracious and helpful was she to mortals. The myth is that she won the city from her rival, Poseidon, god of the sea, in a competitive contest. It had been decreed that whoever should produce the gift most useful to mankind should be awarded the city. Considering the many uses of the olive tree, which Athena offered, the shade of its foliage, the nourishing food of its fruit, and its branches as emblems of peace, the gods decided it to be a more beneficent gift than the horse of Poseidon, which signified war and destruction. The horse galloped away to Arabia, where his speed and beauty were appreciated.

When the Athenians were delivered from fear of Persian invasion, in their gratitude they built the Parthenon, most beautiful of temples, in honor of their guardian goddess.

Calcutta, venerable city of storied India, was named for the goddess Kali, whose shrine was near it.

The name of Carthage, mistress of the Western Mediterranean centuries before the birth of Christ, meant New Town. It was new as compared with the older African colony Utica, and the mother city, Tyre, which had been great in commerce even in the distant days of King Solomon the Wise.

The word Tyre signifies a rock, and the city was partly built on two rocky islands. The name of Sidon, the other Phœnician city, celebrated for its commerce, means "Fishing-Town."

Alexandria, the great city of Egypt, situated at the mouth of the Nile, was one of many namesakes of Alexander the Great, founded by Alexander the and called after him. It became a great mart, as Tyre and Sidon had been at an earlier periods, and a center of learning as Athens had been. Its famous library is said to have contained a copy of every Greek book.

Constantinople, like Alexandria, was named for a great ruler. In 330 A. D., the Roman emperor Constantine moved his royal court to Byzantium, on the Bosphorus, and renamed the city. Constantinople has had a checkered history; Greek, Roman,

Moslem, in turn, has dominated its destinies.

According to the meaning of its name, hoary Memphis, which saw the dawn of Egyptian history, was the "city of the good"; Jerusalem, "the city of peace"; Babylon, the splendid, "the gate of God."

Rome suggests Romulus, its fabled founder. Etymologists now consider the word as meaning "strength." Rome was a strong-walled town even in its early days, and strong was its rule over the peoples it brought under its sway.

Florence, Italy, "city of flowers," was sometimes called La Bella, the beautiful.

Dublin's name signifies black pool, originally that part of the river Liffey on which the city now stands. Edinburgh, the Dunedin of the poets, was originally "Edwin's castle."

Paris took its name from the ancient Celtic tribe which once had its huts where the beautiful arches and columns of the great modern city now rise. Likewise, the Gallic Veneti, fleeing from Attila, and his terrible Huns, built their homes out upon the islands at the head of the Adriatic, and thus laid the foundations of world-renowned Venice.

From the old days of Phœnicia and Greece, down to the present, colonists have liked to reproduce in their new country the dear familiar names of the fatherland. Our New England's Hull, Portsmouth, Plymouth, Dover, and many others, recall names known and loved in old England. New Amsterdam became New York when the Dutch gave way to the English rule of the Duke of York. New Orleans suggests its French origin.

Boston, "the three-hilled rebel town," was originally Trimountain. Its name was changed in honor of John Cotton, the famous preacher, who came thither from Boston in Lincolnshire, England. The word Boston is a contraction of Botolph's town.

San Francisco was first named Yerba Buena (good herb). Later it was rechristened in honor of good Saint Francis of Assisi, devout founder of the Franciscan Order of Friars. In fact, the greatest sufferers from the earthquake of April 18, San Francisco, Santa Rosa, and San Jose, had all received saints' names from the Spanish padres, who settled in California in early days.

Gibraltar, in classic times, was one of the Pillars of Hercules. A myth of that mighty hero tells us how, with one turn of his powerful arm, he pulled

the mountain asunder, and permitted the waters of the sea to flow into the ocean.

The word Gibraltar means hill of Tarik. Tarik was one of the Moslem leaders who crossed from Africa and helped win Spain for Islam.

[Mediterranean is the midland sea, the Pacific, the peaceful ocean, the Atlantic the sea of Atlas.

The giant Atlas, according to Grecian mythology, supported the western sky upon his shoulders. In this same Western land was the garden of the Hesperides, where grew the golden apples, guarded by dragons.

[Truly, in a name there may be a pleasing tale, or even an imperishable bit of history.]

Gems from the German.

Rheinsage.

Am Rhein, am grünen Rheine,
Da ist so mild die Nacht,
Die Rebentügel liegen
In goldner Mondenpracht.

Und an den Hügeln wandelt
Ein hoher Schatten her
Mit Schwert und Purpurmantel;
Die Krone von Golde schwer.

Das ist der Karl, der Kaiser,
Der mit gewaltiger Hand
Vor vielen hundert Jahren
Geherrscht im deutschen Land.

Er ist herauf gestiegen
Zu Aachen aus der Gruft,
Und segnet seine Reben,
Und atmet Traubenduft.

Bei Rüdesheim da funkelt
Der Mond ins Wasser hinein,
Und baut eine goldene Brücke
Wohl über den grünen Rhein.

Der Kaiser geht hinüber,
Und Schreitet langsam fort,
Und segnet längs dem Strome
Die Reben an jedem Ort.

Dann kehrt er heim nach Aachen
Und schläft in seiner Gruft,
Bis ihn im neuen Jahre
Erweckt der Trauben Duft.

Wir aber fullen die Römer
Und trinken im goldnen Saft
Uns deutsches Heldenfeuer
Und deutsche Heldenkraft.

—GEIBEL.

Der Fischer.

Das Wasser rauscht', das Wasser schwoll,
Ein Fischer sass daran,
Sah nach dem Angel ruhevoll,
Kühl bis ans Herz hinan,
Und wie er sitzt und wie er lauscht,
Teilt sich die Flut empor;
Aus dem bewegten Wasser rauscht
Ein feuchtes Weib hervor.

Sie sang zu ihm; sie sprach zu ihm:
"Was lockst du meine Brut
Mit Menschenwitz und Menschenlist
Hinauf in Todesglut?
Ach! wüsstest du, wie's Fischlein ist
So wohl auf dem Grund,
Du stiegst herunter wie du bist,
Und würdest erst gesund.

"Labt sich die liebe Sonne nicht;
Der Mond sich nicht im Meer?
Kehrt wellenatmend ihr Gesicht
Nicht doppelt schöner her,

Lockt dich der tiefe Himmel nicht;
Das feuchtverklärte Blau?
Lockt dich dein eigen Angesicht
Nicht her in em'gen Tau?"

Das Wasser rauscht', das Wasser schwoll;
Netzt' ihm den nackten Fuss;
Sein Herz wuchs ihm so sehnsuchtsvoll;
Wie bei der Liebsten Gruss.
Sie sprach zu ihm, sie sang zu ihm;
Da war's um ihn geschehn:
Halb zog sie ihn, halb sank er hin;
Und ward nicht mehr gesehn.

—GOETHE.

Es war ein altes König.

Es war ein alter König;
Sein Herz war schwer, sein Haupt war grau;
Der arme, alter König,
Er nahm eine junge Frau.

Es war ein schöner Page;
Blond war sein Haupt, leicht war sein Sinn;
Er trug die seid'ne Schleppe
Der jungen Königin.

Kennst du das alte Liedchen?
Es klingt so süß, es klingt so trüb!
Sie mussten beide sterben,
Sie hatten sich gar zu lieb.

—HEINE.

Erinnerung.

Willst du immer weiter schweifen?
Sieh, das Gute liegt so nah.
Lerne nur das Glück ergreifen;
Denn das Glück ist immer da.

—GOETHE.

The Most Perfect Poem by Any Living Writer.

Current Literature reprints in its December issue a lyric, of which the greatest living poet, Algernon Charles Swinburne, has said that: "A more perfect piece of writing no man alive has ever turned out." The author of this poem is, however, not, as we should imagine, one of the great lyrists of the age, but a man whose reputation was acquired in the field of the novel—George Meredith.

We saw the swallows gather in the sky,
And in the osier-isle we heard them noise.
We had not to look back on summer joys,
Or forward to a summer of bright dye,
But in the largeness of the evening earth
Our spirits grew as we went side by side.
The hour became her husband and my bride.
Love that had robbed us so, thus blessed our dearth!
The pilgrims of the year waxed very loud
In multitudinous chattering, as the flood.
Full brown came from the West, and like pale blood
Expanded to the upper crimson cloud,
Love that had robbed us of immortal things,
This little moment mercifully gave,
Where I had seen across the twilight wave
The swan sail with her young beneath her wings.

Chapman's Translation of the Iliad.

Teachers who are this year reading with pupils the first three books of Homer's "Iliad," will enjoy having at hand the translation by George Chapman, which was started in THE SCHOOL JOURNAL for September 29, and which will be continued thru the "high school" numbers until the three books have been thus completed. Pupils will enjoy reading aloud, or hearing read, portions from the translation. Previous instalments have appeared in the numbers for September 29, October 27, and November 17.

This speech us'd, Patroclus did the rite
His friend commanded, and brought forth Briseis from her tent,
Gave her the heralds, and away to th' Achive ships they went. 350
She sad, and scarce for grief could go; her love all friends forsook,
And wept for anger. To the shore of th' old sea he betook
Himself alone, and casting forth upon the purple sea
His wet eyes, and his hands to heaven advancing, this sad plea
Made to his mother; 'Mother! Since you brought me forth to breathe
So short a life, Olympius had good right to bequeath
My short life honour; yet that right he doth in no degree
But lets Atrides do me shame, and force that prize from me
That all the Greeks gave.' This with tears he utter'd, and she heard,
Set with her old sire in his deeps, and instantly appear'd 360
Up from the grey sea like a cloud, sate by his side, and said:
'Why weeps my son? What grieves thee? Speak, conceal not what hath laid
Such hard hand on thee: let both know.' He, sighing like a storm,
Replied: 'Thou dost know. Why should I things known again inform?
We marcht to Thebes, the sacred town of King Eëtion,
Sackt it, and brought to fleet the spoil, which every valiant son
Of Greece indifferently shar'd. Atrides had for share
Fair-cheek Chryseis: after which, his priest that shoots so far,
Chryses, the Chryseis' sire, arriv'd at th' Achive fleet,
With infinite ransom, to redeem the dear imprison'd feet 370
Of his fair daughter. In his hands he held Apollo's crown,
And golden sceptre; making suit to every Grecian son,
But most the sons of Atreüs, the others' orderers,
Yet they least heard him; all the rest receiv'd with reverend ears
The motion, both the priest and gifts gracing, and holding worth
His wisht acceptance. Atreüs' son yet (vext) commanded forth
With rude terms Phoebus' reverent priest; who, angry, made retreat,
And pray'd to Phoebus, in whose grace he standing passing great
Got his petition. The God an ill shaft sent abroad
That tumbled down the Greeks in heaps. The host had no abode 380
That was not visited. We askt a prophet that well knew
The cause of all; and from his lips Apollo's prophecies flew,
Telling his anger. First my self exhorted to appease
The anger'd God; which Atreüs' son did at the heart displease,
And up he stood, us'd threats, perform'd. The black-eyed Greeks sent home
Chryseis to her sire, and gave his God a hecatomb
Then, for Briseis, to my tents Atrides' heralds came,
And took her that the Greeks gave all. If then thy powers can frame
Wreak for thy son, afford it. Scale Olympus, and implore
Jove (if by either word, or fact, thou ever didst restore 390
Joy to his griev'd heart) now to help. I oft have heard thee vaunt,
In court of Peleus, that alone thy hand was conversant.
In rescue from a cruel spoil the black-cloud-gathering Jove,
Whom other Godheads would have bound (the Power whose

pace doth move
The round earth, heaven's great Queen, and Pallas); to whose bands
Thou cam'st with rescue, bringing up him with the hundred hands
To great Olympus, whom the Gods call Briarëus, men Ægæon, who his sire surpast, and was as strong again,
And in that grace sat glad by Jove. Th' immortals stood dismay'd
At his ascension, and gave free passage to his aid. 400
Of all this tell Jove; kneel to him, embrace his knee, and pray,
If Troy's aid he will ever deign, that now their forces may
Beat home the Greeks to fleet and sea; embruing their retreat
In slaughter; their pains paying the wreak of their proud sovereign's heat;
And that far-ruling king may know, from his poor soldier's harms
His own harm falls; his own and all in mine, his best in arms.'
Her answer she pour'd out in tears: 'O me, my son,' said she,
'Why brought I up thy being at all, that brought thee forth to be
Sad subject of so hard a fate? O would to heaven, that since
Thy fate is little, and not long, thou mightst without offence 410
And tears perform it! But to live, thrall to so stern a fate
As grants thee least life, and that least so most unfortunate,
Grieves me t' have given thee any life. But what thou wishest now,
If Jove will grant, I'll up and ask; Olympus crown'd with snow
I'll climb; but sit thou fast at fleet, renounce all war, and feed
Thy heart with wrath, and hope of wreak; till which come, thou shalt need
A little patience. Jupiter went yesterday to feast
Amongst the blameless Æthiops. in th' ocean's deepen'd breast,
All Gods attending him; the twelfth, high heaven again he sees,
And then his brass-pav'd court I'll scale, cling to his powerfull knees, 420
And doubt not but to win thy wish.' Thus, made she her remove,
And left wrath tying on her son, for his enforced love.
Ulysses, with the hecatomb, arriv'd at Chrysa's shore;
And when amidst the haven's deep mouth, they came to use the oar,
They straight strook sail, then roll'd them up, and on the hatches threw;
The top-mast to the kelsine, then, with haleyards down they drew;
Then brought the ship to port with oars; then forkéd anchor cast;
And, gainst the violence of storms for drifting made her fast.
All come ashore, they all expos'd the holy hecatomb
To angry Phoebus, and, with it, Chryseis, welcom'd home; 430
Whom to her sire, wise Ithacus, that did at th' alter stand,
For honour led, and, spoken thus, resign'd her to his hand:
'Chryses, the mighty king of men, great Agamemnon, sends
Thy lov'd seed by my hands to thine; and to thy God commands
A hecatomb, which my charge is to sacrifice, and seek
Our much-sigh-mixt woe his recure, invokt by every Greek.'
Thus he resign'd her, and her sire receiv'd her highly joy'd.
About the well-built alter, then, they orderly employ'd
The sacred offering, washt their hands, took salt cakes; and the priest
With hands held up to heaven, thus praid: 'O thou that all things seest, 440
Fautour of Chrysa, whose fair hand doth guardfully dispose
Celestial Cilla, governing in all power Tenedos,
O hear thy priest, and as thy hand, in free grace to my prayers,
Shot fervent plague-shafts through the Greeks, now hearten their affairs
With health renew'd, and quite remove th' infection from their blood.'
He praid; and to his prayers again the God propitious stood.

College Entrance Examination.

Instructions to Candidates and Teachers.

I. APPLICATIONS FOR EXAMINATION—Candidates for examination in June, 1907, in any one or more of the subjects in which examinations are offered by the College Entrance Examination Board, are required to file an application with the Secretary of the College Entrance Examination Board, Post Office Sub-Station 84, New York, N. Y. The blank form for this application will be mailed to any teacher or candidate on request.

Applications for examinations at points in the United States east of the Mississippi River (also at Minneapolis, St. Louis, and other points on the Mississippi River) must be received by the secretary on or before Monday, June 3, 1907; applications for examination elsewhere in the United States or in Canada must be received on or before Monday, May 27, 1907; and applications for examination at points outside the United States and Canada must be received on or before Monday, May 13, 1907. In order to facilitate the making of arrangements for the proper conduct of the examinations, it is desired that all applications be filed as early as possible.

It is particularly requested that in every case where a teacher files an application for a pupil the application be explained to the pupil so that the latter may understand exactly what subjects he or she is to offer at the examinations.

II. FEES—Each application for examination filed in accordance with the regulations described in the preceding article, must be accompanied by the examination fee, which is five dollars for candidates examined at points in the United States and Canada, and fifteen dollars for candidates examined at points outside of the United States and Canada.

Applications received later than the dates named in the preceding article will be accepted when it is possible to arrange for the examination of the candidates concerned, *but only upon the payment of five dollars in addition to the regular fee.*

The examination fee (which cannot be accepted in advance of the application) should be remitted by postal order, express order, or draft on New York to the order of the COLLEGE ENTRANCE EXAMINATION BOARD.

The fee must be paid by all applicants, whether they intend to present themselves for examination in one subject or in several subjects.* The secretary will issue a receipt for the fee, which must be preserved by each candidate and shown (not surrendered) to the supervisor in charge of the examination, as evidence of his or her right to be admitted to the same.

A candidate for examination in two or more successive years will be required to pay an examination fee in each year.

The fees of candidates for examination in June, 1907, whose applications have been accepted by the secretary, can under no circumstances be returned unless the request for their return is received on or before Monday, June 10, 1907.

*Candidates presenting themselves for examination in English alone at Ithaca, N. Y., for admission to Cornell University, or at Schenectady, N. Y., for admission to Union University, or at Hamilton, N. Y., for admission to Colgate University will be required in 1907 to pay an examination fee of only one dollar. The application of such candidates must be made on a special application blank which may be obtained from the Secretary of the College Entrance Examination Board. An extra fee of five dollars will be required of such candidates if their applications are filed later than Monday, June 3, 1907.

III. SUBJECTS OF EXAMINATION—Candidates may present themselves for examination in one subject or in several subjects, but will not be permitted to offer any part of a subject. For example, a candidate for examination in Cicero must offer six complete orations, and a candidate for examination in Algebra to Quadratics must offer the entire list of topics described in the definition of Algebra to Quadratics.

Candidates for admission to a given college or scientific school, or to a particular school or department of a given college or university, must themselves select those subjects which that college or scientific school requires for admission. The necessary information on this point is most readily found in the catalogs of the several colleges and scientific schools for the current year.

With few exceptions, every college and scientific school in the United States, whether for men, for women, or for both men and women, accepts the examinations of the Board as a satisfactory equivalent for its own separate admission examinations upon the same subjects.

IV. PRELIMINARY SUBJECTS—Candidates who offer themselves for examination on preliminary subjects must be careful to select those subjects for examination which are designated as acceptable preliminary subjects by the college or scientific school of their choice. Candidates must also inform themselves as to the limit set by any given college or scientific school upon the time during which the results of a preliminary examination will be held to the credit of an applicant for admission. For example, it is not usual to permit the results of a preliminary examination to stand to the credit of a candidate for more than sixteen months.

V. CONDUCT OF EXAMINATIONS—1. Each examination will be in charge of a supervisor and as many proctors as may be necessary. No person who has participated in the preparation of any candidate will be appointed supervisor or proctor of an examination in which such candidate is entered.

2. The examinations will be strictly limited to the hours mentioned in the schedule. Candidates should present themselves to the supervisor in charge of the examinations not less than fifteen minutes before the time set for the opening of the examination in the first subject in which they are to be examined, in order to exhibit the receipts for their fees and to be assigned seats in the examination room.

3. The necessary answer-books which are to be used by candidates are provided by the Board. Pens, pencils, blotting paper, compasses, and rulers are to be provided by the candidates. Tables of logarithms will be furnished, when needed, by the Board.

4. No books or papers of any kind may be brought into the examination room, and any candidate who is found in possession of any book, paper, or material other than that mentioned above, will be excluded from the examination.

5. Candidates will not be permitted to leave the examination room until they have deposited their answer-books with the proctor in charge of the examination. Candidates leaving the room for any purpose will not be permitted to return until the particular examination in progress has been concluded.

6. Candidates who give or receive assistance during the progress of the examination will be excluded from the room and will not be admitted to any future examination held by the Board. Upon this subject the judgment of the supervisor in charge of the examination will be final and without appeal.

VI. RESULTS OF EXAMINATIONS—1. The answer-books of the candidates will be read by the readers designated by the Board, and the results will be entered upon the certificate to be sent to each candidate after the completion of the examinations. The answer-books will be marked on a scale of 100, in accordance with the plan described in the constitution of the Board.

2. If the candidate intends to enter a college or scientific school in the autumn of 1907, or desires credit for a preliminary examination, his or her certificate should be sent immediately upon its receipt to the authorities of the college or scientific school concerned. Each institution will determine, after inspection of the certificate, for what subjects the candidate shall receive credit,* and whether

*Every college and scientific school will determine for itself the "passing mark" in each of the subjects that it requires for admission.

or not the candidate can be admitted. The Board examines for college, but does not admit to college.

VII. PLACES OF EXAMINATION—A list of the places at which the examinations are to be held in June, 1907, will be given in Document No. 32, which will appear about March 1. Requests that the examinations be held at particular points, to receive proper consideration, should be transmitted to the Secretary not later than February 2.

VIII. QUESTION PAPERS—The question papers set at the examinations of each year are published in book form by Ginn & Company. The volumes may be obtained thru any bookseller for sixty cents each. The publishers make an additional charge of five cents a copy for postage.

IX. DUPLICATE CERTIFICATES—A candidate who for any reason desires to obtain a duplicate certificate showing the results of the examinations taken in any one year, will be required to pay one dollar for every such duplicate certificate. Teachers will be supplied with duplicate certificates showing the results of the examinations taken by their pupils, at the rate of one dollar for every five, or fractional part thereof.

Proposed International Languages, with Special Reference to Esperanto.

By JAMES BLAIKIE, M. A.

[Address to the London College of Preceptors. Reprinted from the London *Educational Times*.]

Since the time of Bacon philosophers have foretold that, sooner or later, an artificial language would be introduced which would not only serve for international communication, but would be more regular, more precise, and more easy to learn than any natural language. Descartes, writing in 1629, appears to have contemplated two kinds of such languages. He admitted that a *practical* language might be constructed free from irregularities, the inflexion of nouns and verbs being accomplished by suffixes contained in the dictionary, and that ordinary mortals, *les esprits vulgaires*, might learn to compose in this language in less than six hours. But he also, unfortunately, contemplated a *philosophical* language, in which such an order would be established between all possible human ideas as is naturally established between numbers, which might be learned in five or six days, and by means of which a peasant would better judge the truth of things than the wisest philosophers without it.

In these days of international posts, telegraphs, telephones, and associations it is more than ever desirable that an international language should be introduced—not to supersede national languages, but to form a means of communication between different nations. Since the time of Descartes some two hundred such languages have been proposed. It seems probable that the principle of the survival of the fittest will soon determine which, if any, of these is to be of use to the world.

There is, however, a body which, as the highest international literary and scientific authority, may give a decision on this subject. The International Association of Academies, founded in 1900, at the time of the Paris Exhibition, includes our Royal Society, the French Academy, and all the great academies and national scientific societies of Europe and America. The Delegation for the Adoption of an Auxiliary International Language, consisting of delegates from international congresses and

scientific societies, is charged with the duty of reporting to the Association of Academies whether any suitable language now exists or can be constructed. This report should soon be presented (the next meeting of the Association is in 1907). In the meantime, a very valuable book, "*L'Histoire de la Langue Universelle*," has been published (in 1903) by two officers of the delegation, Drs. Couturat and Leau. It traces fully and clearly the whole history of the subject and examines with care and impartiality the claims of all the available languages. Tho not, of course, pronouncing in favor of any particular candidate, it gives the facts in such a way as to enable an intelligent reader to form a well founded opinion on the subject, and it ends by enunciating what appear to be the necessary conditions for a successful international language—conditions which only one of the claimants satisfies. It is from this book that I have obtained any information I may be able to put before you to-night, and it is to it that I would refer any one who wishes to know more about the subject.

About the time of Descartes a number of universal languages of the philosophical type were proposed; and it is interesting to learn from the "*Histoire*" that the first four inventors of such languages were natives of Great Britain, the first two being countrymen of my own. Sir Thomas Urquhart, of Cromartie, in 1653, when a prisoner of Cromwell, after the Battle of Worcester, published his "*Logopandecteision*"; or, an Introduction to the Universal Language," in which he describes the wonderful properties of his language, and offers to publish it if the nation would enable him to do so by giving back his forfeited estates. This language had, according to the author's account, some good and some bad qualities. There were only two hundred and fifty prime radicals, from which the other words were branched by "adventitious syllabials"; there were no exceptions. The part of speech to which a word belonged was seen from its structure.

So far, good; but when we learn that the verbs had four voices, seven moods, and eleven tenses, we doubt whether his boast that a boy of ten could learn it in three months would have been fulfilled. In 1660 Sir Thomas died—it is said thru excessive laughter on hearing of the Restoration. His language was never published; but in 1661 George Dalgarno, a native of Aberdeen and a schoolmaster or lecturer at Oxford, published a philosophical language founded on the logical classification of ideas. These two Scotsmen were followed by two Englishmen, the Marquis of Worcester, who invented a steam engine which worked a pump a hundred and fifty years before the time of James Watt; and Bishop Wilkins, of Chester. Bishop Wilkins's system has been described by Prof. Max Müller. After them came the great German philosopher, Leibniz, who considered the systems of Dalgarno and Wilkins not sufficiently philosophical, and proposed a very elaborate project based on the properties of numbers—but never more than a project.

As an example of a philosophical language we may take that published so late as 1852 by the Spanish Abbé Sotos Ochando. In it the letters of which a word are composed indicate the nature of that which the word represents. Thus all inorganic things begin with the initial *A*; the letters *Ab* designate material objects; *Aba* indicates a simple element; *Ababa* stands for oxygen, *ababe* for hydrogen, *ababi* for nitrogen; and so on. To these were added *la*, *le*, *li*, *lo*, *lu*, according as the word was in the nominative, accusative, dative, genitive, or vocative case. The numerical system was interesting. The initials *si* indicated a number. *Siba*=1, *sibe*=2, *sibi*=3, etc.; *sibra*=6, *sibre*=7, *sibro*=8, etc. For 10, 20, 30, etc., *sica*, *sice*, *sici*, etc.; 100, 200, etc., *sida*, *side*, etc.; and so on. Thus the number 23,574 was called *sijefiducebo*. This is shorter than our name for the number, but involves a greater strain on the memory. These examples are perhaps sufficient to show how absolutely unsuitable the philosophical languages are for general use.

In marked contrast to the philosophical languages, which take no account of existing languages, are those in which the radicals are taken from existing languages, and which we may call *practical*. The first of these to appear was Volapük, which startled the world in 1880. Volapük had many excellent qualities. Unfortunately, tho its basis was practical, the treatment tended to be philosophical. The radicals were taken from Latin and modern European languages—largely from English, as the language spoken by the greatest number of people; but these radicals were so changed as to be almost unrecognizable.

Thus, in the English word *world* the *w* was changed into *v*, the *r* was omitted (as the Chinese cannot pronounce *r* easily), and the *d* was struck out as unnecessary, leaving *vol*. In *speech* the *s* was struck out, *ee* was changed into *ü*, and *ch* into *k*, giving *pük*. This, combined with *vola*, the genitive of *vol*, makes Volapük—"the world's speech." Similarly, *father* became *fat*, *name* was spelt *nem*. The French *ciel* became *sül*. Nouns had four cases, the genitive, dative, and accusative being formed by the addition of *a*, *e*, *i* to the nominative, the plurals being formed by adding *s* to these terminations. Prepositions governed the nominative. The verb *to be* was *bin*, from the English *been*. The present tense ran thus: *binob*, "I am"; *binol*, "thou art"; *bin-om*, *-of*, *-as*, "he, she, it is"; pl. *binobs*, "we are," etc. Thus, *ol kel binol* meant "thou who art"; *obs*, "we," became *obas* in the genitive; *fat obas*, "our father"; *ol*, "thou," became *ola* in the genitive—*nemola*, "thy name."

The other tenses—past, perfect, pluperfect, future, conditional—were indicated by prefixed vowels; *ä*, *e*, *i*, *o*, *u*, and the moods by suffixes—infinitive, *ön*; jussive, *öz*; subjunctive, *la*. *Pa* was prefixed to indicate the passive voice. Thus, the radical *salud* means "salutation"; *saludom*, "he salutes." The addition of *öz* made it "jussive"—*saludomöz*; "he must salute"; a prefixed *pa* made this passive—*pasaludomöz*, "he must be saluted"; and an inserted *i* gave the idea of continuity—*paisaludomöz*, "he must continue to be saluted." Thus the first part of the Lord's Prayer in Volapük is: "Fat obas, kel binol en sül, paisaludomöz nem ola." I think I need only add that *paisaludomöz* was but one out of 505,440 possible forms of the verb *saludön*, and you will understand why Volapük, tho a great improvement on the philosophical languages, failed to hold its own as an international language.

Nevertheless, it was for a few years very successful. In 1884 a first Congress was held at Friedrichshavn. In 1887 the second Volapük Congress, held at Munich, appointed a Commission, called an "Academy," to simplify the grammar, and the third Congress, held at Paris in 1889, deputed to the Academy the power to call the next Congress. No other Congress has been called. After long consideration the Commission finally threw Volapük overboard, and in 1902 published in its place a new language under the name "Idiom Neutral." Idiom Neutral has many good points, but it seems hardly necessary to discuss them. Long before it appeared the field was possessed by a better international language. I refer to Esperanto, which, altho it made very slow progress at first, has now 377 societies formed for its study in 319 different towns.

Dr. Zamenhof, the creator of Esperanto, is a native of Bielovstok, a town in Russian Poland, where the Jews were recently subjected to savage attacks. As a child he was taught that all men were brothers, but in the streets of Bielovstok he saw Russians, Poles, Germans, and Jews, speaking four different languages, and, instead of treating each other as brothers, always ready to fly at each other's throats. Somehow or other the idea became fixed in the child's mind that, if these people understood each other better, they would quarrel less, and, thinking grown-up people could do what they wished, he often said to himself: "When I am a man I will make them all speak the same language." While a boy at school this idea never left his mind. At one time he thought Latin the language for his purpose, but when he began English, and marked the simplicity of our grammar, he gave up the idea of Latin, while at the same time he gradually came to see that an international language would require to differ from any national language.

At once he began to construct such a language. He at first tried shortening root words in the same way as was done in Volapük. (I should explain that Dr. Zamenhof never saw or heard of Volapük or any other international language until after his own was completed.) He soon found that the shortening of roots made them more difficult to remember, and proceeded on better lines. All the time he was at school, and thruout his medical studies at college, his whole leisure was given to the testing and perfecting of his language. Always before his mind he kept the fact that, unless the language was easy, no one would learn it. Step by step he succeeded in simplifying the grammar, until he reduced it to seventeen short invariable suffixes, the use of which can be easily learned in a few minutes, and which, as foretold by Descartes, are contained in the dictionary.

The number of root words he also very greatly reduced by the systematic construction of derivative

forms. Great care was taken to make the choice of roots as international as possible. As the result the whole language can be put into the form of a short key, sold for one halfpenny, and containing within it all that is necessary to read anything written in Esperanto. This key contains two thousand words—a much smaller number than that required in any of the rival languages. Those who wish to know something of the language cannot do better than procure "The Whole of Esperanto," which is sold for one penny, and contains not only the grammar and dictionary, but a translation of Hans Andersen's "Ugly Duckling" into Esperanto. This and all information regarding Esperanto can be procured from the British Esperanto Association, 13 Arundel Street, Strand.

I believe Esperanto will be found very useful educationally, especially if it is studied as a preliminary to modern languages. The great difficulty in learning modern languages is the fact that learners have to translate foreign idioms by English idioms, and *vice versa*. Now there is no idiom in Esperanto, and the learner requires to use his intelligence in order to find what precise idea the English idiom means to convey, and he must then express this idea according to the meaning. Thus Esperanto teaches scholars to use their intelligence far more than the study of a foreign language does. It also supplies the learner with a number of root words which will be of great service to him in studying foreign languages. It is certainly twenty times as easy to learn as French or German, and after learning it French and German will probably be much easier than they would have been without it.

Many of the radicals are taken from Latin. Thus, we have *homo*, "a human being"; *lingvo*, "a language." It will be noticed that all nouns end in *o*. *Multa*, "many"; *facila*, "easy" (all adjectives end in *a*). *Peti*, "to request"; *krei*, "to create"; *proponi*, "to propose" (infinitives of verbs end in *i*); *sed*, "but"; *de*, "of"; *pro*, "on account of"; *pli*, "more," forming the comparative of adjectives and adverbs—*pli granda*, "greater," etc. *Kaj* ("and") is from Greek. Many French forms occur. Such are *la*, "the" (indeclinable); *tre*, "very"; *tro*, "too much"; *ankaŭ*, "also" (from *encore*); *nombro*, "number"; *mondo*, "world"; *devi*, "to have as a duty"—*mi devas*, "I ought." Italian gives us *al*, "to"; *sinjoro*, "a gentleman"; *kara sinjoro*, "dear sir." Many words are the same as their English equivalents—*helpo*, "help"; *helpa*, "helpful"; *helpi*, "to help"; *lerni*, "to learn"; *afero*, "an affair"; *peni*, "to take pains"; *oni*, "one": as in the phrase *oni penas*, "one tries"; *nacio*, "a nation"; *internacia*, "international." The pronouns are formed from Latin simplified and regularized—*mi*, "I"; *vi*, "you"; *ni*, "we."

As already said, the simplicity of the grammar is wonderful. On one or two points, however, it is less simple than English, the object being to avoid possible ambiguity. Thus adjectives agree with nouns in forming the plural by the addition of *j*, sounded like *y*, and in forming the accusative case by the addition of *n*. *Karaj sinjoroj*, "dear sirs"; *multaj homoj*, "many persons"; *Mi petas vin*, "I beg you"; *lernu la facilan lingvon*, "learn the easy language." The imperative of verbs ends in *u*; the three principal tenses of verbs are formed by the suffixes *-as*, present; *-is*, past; *-os*, future. Thus: *homoj penas*, "men try"; *ni penis*, "we tried"; *ili penas*, "they will try"; *estas*, "is" or "are"; *estis*, "was"; or "were"; *estos*, "will be." Similarly, the participles, when used as adjectives, end in *-anta*, *-inta*, *-onta* in the active voice according as they are present, past, or future; in *-ata*, *-ita*, *-ota* in the passive. Examples: *lernanta*, "learning"; *proponinta*, "having proposed"; *helponta*, "about

to help"; *amata*, "beloved"; *proponita*, "proposed" (in past time); *helpota*, "about to be helped."

The participles may also form nouns or adverbs; by changing the adjectival termination *a* into *o* or *e*. Thus the radical *esper-*, "hope," gives *esperanto*; "one who hopes," the *nom de plume* under which Dr. Zamenhof published his first pamphlet. *Lernanto* means "a learner"; *lernante*, "by learning."

One or two examples will show how derivatives are formed. The suffix *-in* indicates the female sex. Thus: *rego*, "a kin"; *regino*, "a queen" (Latin, *regina*); *sinjoro*, *sinjorino*; *patro*, *patrino*. The suffix *-ar* indicates a collection, as *libro*, "a book"; *libraro*, "a library"; *homo* gives *homaro*, "humanity," "the human race." Opposites are indicated by the prefix *mal*—*malfacila*, "difficult"; *malhelpi*, "to hinder."

As my hearers now know a good deal of Esperanto; I shall finish my lecture in that language.

Sinjorinoj kaj sinjoroj, multaj homoj penis krei universan internacian lingvon, sed la pli granda nombro de la proponitaj lingvoj estis tro malfacilaj. La Esperanto de Doktoro Zamenhof estas tre facila kaj estos tre utila al la nacioj de la mondo. Oni devas helpi la aferon, lernante la lingvon. Pro la bono de la homaro kaj ankaŭ pro via plezuro, mi petas vin, helpu la aferon, ne malhelpu. Lernu la facilan lingvon Esperanto.

Discussion.

Mr. H. W. Eve, the chairman, speaking in Esperanto, moved a vote of thanks to the lecturer, explaining that he had no previous knowledge of Esperanto.

A discussion followed as to whether Esperanto could be taught in schools. In reply, Miss Lawrence stated that Esperanto was now being successfully taught in 1,100 French colleges; while Mr. Bullen and others pointed out that Esperanto formed a translation medium whereby the literary treasures of each country were made available to all the others, and that there already existed in Esperanto translations from Homer, Virgil, Shakespeare, Molière, and many other authors, some of whom we in England would never have heard of without Esperanto.

In answer to a question as to whether the Esperanto vocabulary was finally fixed, Mr. Millidge explained that such international words as are constantly being added to other languages were also added to Esperanto.

An opinion having been expressed that Esperanto was only easily learned by those who already knew several foreign languages, Mr. Butler told how he, knowing no language but English, and busily occupied, had in nine months learned enough of Esperanto thoroly to enjoy the Geneva Congress, where he conversed freely in Esperanto with people of eighteen different nationalities, none of whom knew English.

In reply to the objection that Esperanto was only suited to Europeans, Miss Lawrence told of its astonishing progress in the University of Tokio, and showed a Japanese-Esperanto newspaper; while one gentleman said he was teaching Esperanto to a Chinaman, who found it so easy that he declared that Dr. Zamenhof must have taken the grammar from Chinese.

Teaching is the greatest work there is on God's earth. If you believe that with all your heart your community will soon believe it, too.

Application of Health Education Principles. II.

By ELLEN H. RICHARDS, Laboratory of Sanitary Chemistry, Massachusetts Institute of Technology.

[Continued from last week.]

The great lesson which the theory of organic evolution has shown us during the last fifty years is that man's physical nature is not stationary, is not beyond his own control, but that there are possibilities of improvement almost unlimited. But at the same time it has taught us that the improvement must come from within in obedience to laws, not in rebellion, and that it means *individual effort and personal restraint* as well as good laws.

The next great obstacle, after this theory of man's immunity from nature's laws, is the lack of *faith* on the part of the masses that any remedy has been found, and the lack of confidence in a leader. This, coupled with a natural laziness (men will not climb the slope for the sake of safety), leads most people to ignore the lessons offered them, leads them to go on in the easiest way, to eat what tastes good at the time, to drink from the nearest tap—in fact, to say let us eat, drink, and be merry, for to-morrow we die.

How much *do* we know? Enough to save thousands of lives. Man has, of course, individuality, and there is always work for the skilled physician, but along the lines considered by this Congress (work with the social group, with mankind *en masse* and especially with children) the broad principles may well be formulated, even if the reasons are not all understood. It is not necessary that the *final* reasons *should* be understood.

There is coming into the councils of the great nations a conviction, largely brought about by the success of the Japanese hygiene corps, that the efficiency of an army can be quadrupled. After far more men have been lost by disease than by bullets, the soldier is to be trained in the best methods of keeping himself in good physical condition. When will our civic organizations be convinced that the efficiency of the ordinary worker, be he laborer, student, or writer, may be *quadrupled* by attention to principles such as have been set forth in the previous papers.

The American Association for the Advancement of Science has taken the matter up and is formulating plans toward a national movement.

The Lake Placid Conference has asked the President and Congress to have issued, under national authority, leaflets dealing with some of the obvious means of lessening disease.

The strength of a chain is determined by the strength of its *weakest* link. The welfare of the social organism is conditioned by the well-being of its *predominant* class. In no other respect is the welfare of the whole more dependent on that of its parts than in a practical knowledge of health conditions. Social education may and should take cognizance of established rules of conduct which powerfully affect the combined welfare. Such rules as the following depend upon well-established scientific facts and not on any single school of medicine or ethics. Fresh moist mucous is a potent germ carrier, therefore do not spit or cough into the free air and thus infect your neighbor. Teach all children to keep fingers away from nose and mouth. The following out of these rules alone would lessen the death-rate by many thousands and the sick list by tens of thousands.

Medical inspection of the schools has revealed not only ignorance but *indifference* on the part of parents which shows the scepticism as to the personal power over health conditions.

As I said earlier, man is a lazy animal. He will not take the trouble to walk across a shop to get

safe water when there is a tap near by from which he has been forbidden to drink. He does not believe that it will hurt him. Because of this unbelief, cities are obliged to purify and render safe to drink one hundred and fifty gallons of water for each person a day, when five gallons only are used for drinking and cooking. What a commentary on our boasted intelligence and education!

It is a well-established fact that oysters fattened in sewage-polluted waters collect disease germs. Yet the hotels and restaurants continue to carry them on their bills of fare with no guarantee of their safety, because people continue to call for them.

In regions of unsafe water we are at the mercy of waiters and cooks who may fill carafes and kettles from the most convenient supply. Not merely are they ignorant, but they are careless and lazy because they do not have a *firm conviction* that there is a *safe road* to follow.

Since work with the children brings the greatest return, both because they are easily influenced and impressed, and because they are hostages for the future, it is to their education that we should bend our energies. Such work as that done in the Louisa Alcott Club and Hawthorne Club will tell for the future citizen and his welfare.

Trained teachers and trained nurses in the schools and trained inspectors and visiting nurses in the homes would, in five years, revolutionize public opinion and lay the foundation for a more prosperous and happy community.

The *trained woman inspector* who can teach the ignorant and helpless mother how to make her home safer, how to buy and prepare safe food as well as how to get rid of the garbage and keep her sidewalk and back alley clean, *must come*. The social conscience must be awakened to give the stranger within our gates a fair chance.

Our foreign quarters are dirty and disease-breeding, not altogether or chiefly because the immigrant likes to live in dirt, but because he does not know how to get rid of it. This has been proved by several investigators. When the foul dirt from the "slums" gets into our houses, we are sometimes paid for our unneighborlike attitude by sporadic cases of scarlet fever, diphtheria, etc.

It is our duty to put within reach of these people information and apparatus.

The leaflets of the Health Education League are intended to help to meet this need.

It is cruel for us to awaken the desire for clean living and to deny the facilities for carrying out the directions. Civic pride and civic responsibility must be invoked to make possible the practical application of the principles of healthful physical life set forth so clearly in the papers of the morning.

Before this is fully accomplished, there must be more *faith in applied science*. The colleges and universities must remove the ban from efforts toward social betterment, must revise the definition of "humanities" to include man's physical nature thru which his intellectual and moral ideas are expressed.



One object of child study is to help us find effective, economic, and humane ways of teaching the young.

If you feel too tired for work or pleasure, take Hood's Sarsaparilla—it cures that tired feeling.

The Educational Outlook.

The Bureau of Insular Affairs at Washington, D. C., has reported that 120 teachers are needed for the Philippines. The teachers will be selected from those passing the civil service examinations. The salaries of fifty of the positions to be filled are \$1,200, and for the other positions slightly less. From the same source comes the statement that the Filipinos are very appreciative of the educational opportunities which the Government has afforded them, and are taxing the capacity of the school buildings by their large attendance.

The recommendation by President G. Stanley Hall, of Clark University, at the recent Truancy Conference in Chicago, of a liberal use of corporal punishment as an effective remedy for the evil under discussion, caused considerable surprise, and was energetically opposed by Miss Jane Addams and Superintendent Cooley, of Chicago.

Col. Sheldon Potter recently addressed the students of the Evening High School of Philadelphia on "Franchises—Their Abuse and Exercise." Colonel Potter remarked upon the manner in which franchises are frequently granted, and urged upon his audience the necessity of safeguarding these public rights by a clear understanding and constant watchfulness on the part of the citizens.

The faculty of the Carnegie Technical Institute of Pittsburgh has decreed that the students shall sing. For this purpose they are to assemble in the big auditorium every Wednesday morning and receive musical drill from William McDonald Dornington, who was formerly the baritone of the famous Bostonians.

The trustees of the Pennsylvania College for Women have petitioned the courts for permission to change the charter of the institution in a manner to free it from its strictly sectarian limitations, and also to increase the number of trustees from fifteen to twenty-one. It is the intention of the trustees to broaden the courses offered, to include science and music, and to raise the educational standard to a parity with that maintained in the best institutions of a similar character.

Rear Admiral Sigsbee has consented to be present at the dedication of the new school building in Grand Rapids, Mich., which is to bear his name. A public reception will be tendered him. January 16 has been chosen by the Board of Education as the date for the ceremony.

Dr. E. Hershey Sneath, professor of the Theory and Practice of Education and head of the department of pedagogy in Yale University, has resigned his position in the faculty of that institution. Professor Sneath's resignation is due to ill-health.

The Parents' Association of the Warren and Wickliffe Street Schools of Newark are seeking to influence the Board of Education to replace the Wickliffe Street annex with a modern structure. The present building dates from 1842 and is in a dilapidated condition, entirely unfit for use as a school.

At a meeting of the Hoboken, N. J., Teachers' Mutual Aid Association, Joseph F. Brandt, of Public School No. 8, was elected president, to succeed the late Cornelius J. Brower, formerly principal of Public School No. 2.

The annual report of Superintendent Banta, of the schools of Binghamton, N. Y., shows that the per capita cost of pupils in the schools of that city is less than in most of the cities of the State. The exceptions are Cortland, Fulton, Gloversville, Hudson, Oswego, and Waretown. In the case of Cortland, there is a State Normal School located in the city, which educates 500 of the local pupils at the State's expense. The per capita cost in Binghamton is \$24.89.

Wilmington Salaries.

The Board of Education of Wilmington, Del., has cordially met the teachers of that city in an effort to secure higher salaries. At a recent meeting of the Board, Ellen Saworth, Sallie Reed Shaw, Elizabeth D. Hoopes, Florence Ramo, and Nellie L. Sawin, a committee representing the Teachers' Mutual Beneficial Association, requested the aid of that body in their effort to secure higher salaries. Miss Samworth, chairman of the committee, and Miss Shaw, president of the Association, both made short addresses in which they pointed out the inadequacy of the present schedule, and called attention to the fact that the Wilmington salaries are considerably lower than those generally paid to teachers in cities of that size.

After Messrs. Baynard, Sullivan, Tadmán, O'Donnell, and Buckmaster had spoken in favor of co-operation with the Association, upon the motion of Dr. Buckmaster the matter was referred to the legislative committee, with instructions that the committee should act in conjunction with a committee from the Association.

Dr. T. O. Cooper, chairman of the committee on teachers, promised, as a member of the next legislature, to do anything in his power to aid in securing fairer compensation.

President Shortlidge said that he believed that it was the unanimous feeling of the members of the Board that the present salaries were too low.

Seth Low's Views.

Dr. Seth Low, ex-mayor of New York and former president of Columbia University, was recently a guest of the city of Birmingham, Ala. While there he addressed the pupils of the high school, urging upon them the importance of seizing every opportunity for technical training.

"I am a great believer in technical training, and am of the opinion that this class of education should be encouraged in all the schools, not only of the South, but all sections," he said. "The South is naturally ambitious to excel in industrial development, and I see no better way to attain this creditable ambition than thru technical training."

"The State Agricultural Schools all over the country have been of very great value in elevating the standard of agriculture and they will result in still greater advancement in the trade of farming. The great success of American manufacturing is mainly due to thoroughness in technical education, and the South should turn its attention to this matter as much as possible."

The Lot of Teachers.

Commissioner of Education Draper has just handed down a decision in the case of Miss Mabel Griffin, of the town of Shawangunk, Ulster County, New York, whom it was sought to oust from her job after contracting to teach a term of school.

The contract was made with John Meredith, of District No. 6, in Ulster County, on the 25th of July, and his

term of office as trustee expired on the 7th of August, another man, John Eignor, being elected in his place. He repudiated the Meredith contract, and when Miss Griffin appeared at the school-house prepared to go on with her work, she was restrained from doing so. The contention made by Mr. Eignor was that Mr. Meredith did not make the contract until his term as trustee had expired, but it has been conclusively proven that he made the contract on the 25th day of July, his term expiring when Mr. Eignor was elected his successor, the 7th of August.

The judgment of the Commissioner is that Miss Griffin must be installed as teacher and paid \$133 due her as salary from the 10th of last September.

An Englishman's Impressions.

Sir Howard Vincent, aide-de-camp to King Edward, when in this country recently, was greatly impressed with the patriotic spirit of our public schools. Since his return to England he has expressed his approbation of this characteristic of American schools in a letter to the *London Times*.

Patriotism is systematically taught in the American elementary schools, he says. By federal law the national flag must during school hours float over, or in front of, every school-house receiving any public grant. Like provision has been made by the French Republic as regards the Tri-color. In the British Empire the provincial government of Manitoba leads the way.

But in the United States the teaching of patriotism by ear, as well as by eye, is looked upon as a first and foremost duty. Every morning at nine o'clock, fifteen or twenty minutes are given up to it in each elementary school in the forty-five States. It opens the day. It takes precedence of every other subject.

School No. 165 in the City of New York is a typical instance. Among its scholars, ranging in age from five to fifteen, some twenty-two nationalities are represented, and as many religious creeds and sects. But all must be present at, and take part in the lesson in patriotism. No boy or girl would miss so bright an opening.

Can British school managers not adopt a like course with advantage?

It insures punctuality. It promotes tidiness and order. It makes men and women—proud of themselves, proud of their country.

High School Rules.

The Board of Control of Allentown, Pa. has adopted the following rules for the government of the high school:

1. A pupil, to become entitled to a diploma, should take the subjects offered in the course selected. Substitutions may, however, be made with the knowledge and consent of the parent and principal.

2. Upon passing sixteen full subjects, or their equivalents, a pupil shall receive a diploma, provided the Board is satisfied with the conduct of the pupil.

3. A recitation four or more times per week, in any study, for a full year, shall count as one subject, or unit. A recitation twice each week, for a full year, or four times each week for half a year, shall count as a half subject, or half unit.

4. Passing grade in all subjects shall be 75 per cent., except in the third and fourth year subjects of the commercial course, where the requirements shall be as at present in the rules of the Board.

5. There shall be two examinations each year, one in January, and another in June. The examinations shall count

one-fourth of the term grade. Pupils whose term grade, including the mid-year examination, is 90 per cent., will be exempted from the final examination.

6. Conditions will be allowed when the marking in branches is 60 per cent., but before new subjects can be taken up the conditions must be worked off.

No pupil will be allowed to continue a subject which he shows either no inclination or no capacity to master.

The time of graduation shall not be limited by years, but by the ability of the pupil to complete the work in the course selected, whether it be two years or five.

7. Pupils who have completed three subjects will be classed as second year pupils; those who have completed six subjects as third year pupils, and those who have completed eleven subjects as fourth year pupils.

8. The principal may promote conditionally when the faculty and himself deem it advisable.

9. The principal may give certificates for pupils to enter college, but in such cases, he shall fix the markings required.

10. The number of pupils required to form a division in an elective study shall be left to the principal, subject to the approval of the Board.

11. Athletics will be permitted under the supervision, approval, and control of the faculty and principal, but no pupil will be allowed to take part in them who is behind in his studies.

12. It is of the highest importance that pupils have regular study hours at home, free from interruptions. Without these regular study hours, failure is practically certain. The attention of parents, and students about to enter school, is called particularly to this matter. Pupils of average ability can devote two or three hours to home study very advantageously. In no case should the study at home interfere with proper rest and recreation.

Lincoln Institute.

THE SCHOOL JOURNAL has several times referred to the splendid work done for the industrial training at Lincoln Institute. Missouri's State Normal and College for its negro citizens. Every encouragement is given the student to follow some industry, in fact, every student is required to complete several branches of industrial work during the course. As an aid to increasing zeal and enthusiasm along industrial lines, President Allen discusses in his morning talks to the assembled student body each day some particular industry or phase of industrial work. The aim is aroused in the students to desire to become efficient producers.

Clark Memorial Meeting.

The memorial exercises held in honor of Oliver D. Clark, late principal of the Curtis High School, were presided over by Mrs. Lucy T. Lewis, of the Girls' High School. Dr. William L. Felter, principal of the Girls' High School, opened the meeting with a selection from the Scriptures, the response being sung by a choir from the Boys' High School, led by William Howell Edwards. Supt. Darwin L. Bardwell spoke on Mr. Clark's work "As a Principal"; Albert C. Hale, of the Boys' High School, described his work "As a Teacher"; Wesley Steel, one of Mr. Clark's "old boys," spoke of him "From the Student's Standpoint"; Prin. Ruth E. Granger told of Mr. Clark's work in "Championing the Cause of the Teachers of the City During the Agitation for Their Financial Betterment"; the Rev. Robert H. Carson testified to Mr. Clark's worth "As a Citizen and Neighbor";

Supt. Charles W. Lyon presented a such damnable anarchy and demoralization? The time has come to call 'Halt!'

The meeting was in charge of a general committee from the Brooklyn Teachers Association and New York High School Principals' Association.

Normal Schools in Maine.

The newspapers of Maine, with a view to forestalling any future request for the establishment of new normal schools thruout the State, are calling the attention of the citizens to the economy and greater efficiency which might be obtained by centralization, rather than further diffusion of the funds available for the training of teachers. At present there are four normal schools in Maine, in addition to the Normal Training School at Fort Kent and the Normal Department of the University of Maine.

The Bangor News has been at considerable pains to show that the choice of a school by prospective students is not determined generally by the convenience of its locality, and argues very forcefully for a Normal College that will give the needed centralization and unity to the work.

Pittsburg Board of Control.

Samuel C. Jamison, of the Central Board of Education, of Pittsburg, does not agree with Mr. Gillespie's plan for a board of control composed of salaried officers appointed by the courts, and announces his intention to introduce in the next Legislature a bill embodying his ideas.

"I do not agree with President Gillespie," said he, "that the members of the board of control should be appointed by the courts. A committee of from nine to fifteen men should be placed in control of the school system of the city and they should be elected at large. Every man should have an opportunity to assist in the selection of the members. I am in doubt as to whether President Gillespie's plan of putting the officers on a salary is wise. I would not eliminate the local boards but would give them supervision over the buildings of their district, with power to make recommendations concerning improvements. All authority to elect teachers or to collect or expend money would be taken from them."

Against Federation.

At the annual banquet of the Merchants' Club of Chicago, some of the speakers denounced the intolerable conditions in the school affairs of that city. Among those who expressed themselves strongly upon the subject were Dr. Nicholas Murray Butler, president of Columbia University; James J. Storrow, president of the Board of Education of Boston; Edward E. Eliot, former president of the St. Louis Board of Education, and Theodore W. Robinson, chairman of the school committee of the Merchants' Club.

One of the principal points of attack was Miss Healy's Teachers' Federation. Concerning it Mr. Robinson said:

"Our trouble is that to-day our schools are permeated with strife and discord. Our school trustees are fighting among themselves. The Federation of Teachers is fighting some of the trustees. The superintendent of schools is fighting with part of the trustees and with the Federation of Teachers to maintain his authority. The teachers belonging to the Federation are fighting those that do not belong to the Federation. Our children are resisting the carrying out of school orders by securing injunctions at the hands of the courts. What kind of future citizens can we expect from

a such damnable anarchy and demoralization? The time has come to call 'Halt!'

"The Teachers' Federation," Mr. Robinson continued, "is a secret organization of Chicago public school teachers. It is conducted by agents, and is reported to have its representatives at all schools and Board meetings. It is affiliated with the Federation of Labor, whereby the teachers who belong to the Teachers' Federation have become identified with a union. We take no issue with the combination of men in unions, or the combination of men in corporations, providing such combinations are legally made and legally conducted. Neither have we anything but commendation for teachers' organizations, providing they are democratic in their scope and American in their character.

"The committee does, however, most seriously question the benefit to the teachers or the benefit to the public of any combination of teachers that is secret in character and is openly affiliated with a labor organization.

"That any secret organization of our teachers does exist, and that it has such an intimate connection with our school affairs, is an indictment against the square dealing of this community. We recognize that there is no more intelligent or public spirited body of men and women than our school teachers, and we believe that a large majority are at heart deeply opposed to any attempt to inject questions of religion, politics, or unionism in the services for which they stand.

"There is no one in this room but would rise in righteous and justified wrath should our schools fall into the hands of autocratic wealth, and there is no good citizen of Chicago but should condemn and work against our schools falling into the hands of autocratic unionism."

Philadelphia Board of Education.

The Board of Education of Philadelphia, at a recent meeting, adopted plans for converting the J. Q. Adams School, on Darien Street, into a school for backward children. It will be opened for this purpose after the first of the year.

The Board also passed resolutions requiring applicants for positions in the schools, after January 1, 1907, to subscribe to the provisions of the plan for the establishment of the Teachers' Retirement Fund.

The offer of a scholarship from Bucknell University was formally accepted; and the following scholarships awarded: George W. Phillips, Central High School, to the University of Pennsylvania; Hazel M. Craig, Girls' High School, to Bucknell College; George Sanborne, Central High School, to Princeton University, and Marion R. Matthews to the School of Design for Women.

Class-room Humor.

A teacher in an East Side school was giving a lesson in nature study a few days ago. She told her pupils that English sparrows were brought to this country to destroy worms which had done so much damage to trees and growing plants. She explained that while it seemed cruel for the sparrows to eat the worms, yet it was a necessity in order to preserve the trees and flowers. Wishing to test the scholars' knowledge of the subject, she asked:

"Now, which would you rather have, the worms or the sparrows?"

Silence reigned for a moment and then one of the little ones answered:

"Please, teacher, I have never had the sparrows." — *Evening Telegram*, New York.

In and About New York City.

The teachers of New York have been greatly disappointed by the announcement that they would not receive their December salaries until January. Ordinarily, under the by-laws of the Board of Education, the pay rolls must be handed in by the twentieth of the month. In December, however, the accounts of the year must be cleared up, and hence they cannot be made out until the last school day of the month. The decision of the Board that the schools should remain open on the 24th made it four days later than usual.

The Association of Women Principals of New York City has appointed a committee on children's welfare composed of Miss Katherine D. Clarke, chairman, Miss Margaret Knox, Miss Ellen C. Phillips, Miss Mary F. Maguire, and Miss Isabella Sullivan. One of the first plans which the committee has in mind is to start an agitation for a new member in the President's cabinet—a Secretary of Education. The principals argue that we have cabinet members whose business it is to look after the nation's interests in the matter of crops, stock, and the like, and that the education of our children is certainly of far greater importance to the nation.

Mr. Frank Damrosch, director of the New York Oratorio Society, in connection with the recent production of "The Children's Crusade," has written to Superintendent Maxwell congratulating him upon the part taken by the public school children of New York. Two hundred children from the public schools assisted at the performance.

The following is an extract from a syllabus for use in the classes organized by the New York Board of Education for non-English speaking children. It states that the aim of these classes is "to fit these pupils as quickly as possible to enter a regularly graded class suitable to their age and mental development. This can be done only by giving them such knowledge of English as will enable them (1) to understand the spoken and written expression of thought, and (2) to express their own thought in speech or writing."

Fire broke out a few days ago in East Eighty-eighth Street and gained considerable headway before the fire department arrived. The next building is Public School No. 30, in which there were over 2,500 pupils, the boys under the principalship of Mr. Hess, and the girls under Miss Bradley. The principals were told of the proximity of the fire, but determined not to dismiss the school until the usual noon recess, which was still fifteen minutes off. The pupils soon learned of the fire from the clouds of smoke which poured from the windows next door, and the clatter of the fire apparatus in the street below, but not a child left his seat. Promptly at noon, at the regular recess signal, the children quietly and in perfect order filed from the building.

In order to give greater efficiency to the work, and offer further opportunity for influencing the incorrigible children in Public School No. 120, situated on Broome Street, the New York Board of Education has decided to extend the school hours to include an evening ses-

Learning the value of antikamnia tablets in nervous disorders, I tried them where there was pain and nausea. For the uneasiness which was almost continuously present, they proved a sterling remedy. In cases of painful dyspepsia, I always include this remedy in my treatment. H. G. Reemsnyder, M. D., in *Notes on New Pharmacal Products*.

sion, for the winter months. The Board of Superintendents has been authorized to assign not more than three qualified substitute teachers for the evening sessions, at \$3 per night.

As Regards Scarcity of Teachers.

In reply to an inquiry of Commissioner De Laney at a recent meeting of the New York Board of Education, City Superintendent Maxwell mentioned the following facts as in part accounting for the present number of vacancies (about 500) in the teaching force of the public schools:

The extension of the course at the Normal College from six to seven years had left the class graduated last June, the interim class, with but 140 members as compared with the 400 or 500 ordinarily graduated. Besides this reduction in the available supply of teachers, there was an increase in the demand, due to the reduction in the number of children allotted to each elementary class, from forty-five to forty-three. The force of this statement will be realized when it is remembered that there are 12,000 classes. As both the State Normal School and the training schools of the city graduate classes in January, all vacancies can probably be filled.

Five Million Dollars Appropriated.

Auditor Cook, of the New York Board of Education, at the request of Controller Metz, has prepared a statement of the amount spent by New York City since 1898 in acquisition of school sites, erection of buildings, and the like, as \$61,857,000. Of this sum \$51,000,000 has already been paid, and \$10,000,000 is involved in the building operations now being conducted by the Board.

The proceeds from corporate stock issued for school purposes since 1898 total \$67,065,914.82. The difference between this sum and the \$61,857,000 mentioned above is accounted for by the amounts devoted to sites now in process of acquirement, fitting up athletic fields, permanent improvements and like purposes.

The Board had asked for an appropriation of \$5,000,000, and for this reason Controller Metz wished a complete accounting of funds realized upon the corporate stock, to submit to the Board of Estimate. The statement proving satisfactory, the Board of Estimate has approved the appropriations.

Dedication of DeWitt Clinton High School.

One of the most noteworthy ceremonies in the present educational life of New York City was the dedication, on December 18, of the new building of the De Witt Clinton High School. The exercises were brief and appropriate, and impressed upon a large audience, composed of city and school officials, alumni and students of the school, the importance of this branch of New York's educational work and the earnestness with which the Board of Education and the city government are seeking to fulfill their trust.

Prin. John T. Buchanan presided. Dr. Nicholas Murray Butler made an address of dedication. Dr. Butler spoke of the period spent in high school as one of the most critical in the educational life. He told the audience that the first name to be entered upon the matriculation books of Columbia College at the close of the Revolution was that of the man whose name the school now bears, and he paid a glowing tribute to De Witt Clinton in his many-sided service to city and State.

Chairman Adams, of the Committee on Buildings, handed the keys of the school to President Winthrop, of the Board of Education, who in turn delivered them to Randolph Guggenheimer, chairman of the Committee on High Schools. Mr. Guggenheimer, after receiving the keys, made a short address.

Controller Metz, as the city's representative, expressed his pleasure at the artistic excellence of the new building, and said false economy in such matters should be carefully avoided.

During the exercises the Students' Choral Club and Orchestra, under the direction of J. Remington Fairlamb, rendered selections from Gounod, Beethoven, and Wagner.

The building, which is now in full running order, is one of the most finely equipped in the country. It is renaissance Flemish in style, built H-shape, to secure the maximum of light and ventilation. In addition to its 105 recitation rooms, there is an auditorium with a capacity of 2,000, a lunch room seating 800, two gymnasiums, a library, reception room, music room, two lecture rooms, ten biological laboratories, two chemical and two physical laboratories. The student activities include the Biological Field Club, the Debating Society, two literary societies, a dramatic society, a choral club, a chess club, the *Maggie*, a monthly, and the *Clintonian*, a yearly publication, also an athletic association supporting teams for track, hockey, tennis, soccer, football, and basket ball.

Association for Improving Condition of the Poor.

The sixty-fourth annual report of the New York Association for Improving the Condition of the Poor contains a great deal of material of interest and value. Almost from its foundation the Association has been effective in securing advantages for the city's children. Among these may be numbered the following: The New York Juvenile Asylum, proposed by the Association in 1851; the passage of a State law in 1853, providing for the care of idle and truant children; it included the condition of school children in its social, moral, and statistical census of 1856; in 1860 it started popular lectures on hygiene and sanitation, and, with the Children's Aid Society, secured two truant officers, pointing out two years later that these officers were not reaching thousands of unenrolled children; in 1894 it started the vacation schools, maintaining ten in 1897; in 1905 it urged need for records and accounts in the New York public schools that would show where money and sittings were most needed; in 1906 it led in the agitation that resulted in a school census.

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Brooklyn Teachers Association.

Chairman Ella Kelly, of the membership committee of the Brooklyn Teachers Association, has reported a remarkable increase in the number of teachers enrolled in the Association. There are 320 more than last year, and the registration thus far amounts to 421, as compared with 430, the total of last year's registration. The Association has at present 4,292 members, of which but 180 are associate.

At a recent meeting of the Association it was decided, instead of holding memorial exercises in honor of the late Oliver D. Clark, to unite with the committee of principals and friends of Mr. Clark in the services to be held on December 14 in the Brooklyn Boys' High School. It is probable, however, that the committee will erect a tablet to his memory.

Mr. Curtis, a former president of the Association, was for a number of years connected with the Boys' High School of Brooklyn before he became principal of the Curtis High School.

New York Parents' Meeting.

A parents' meeting in Public School No. 39, the Bronx, recently taxed to its fullest capacity the assembly hall of the school.

In addition to addresses by Commissioners Wilsey and Higgins, Superintendent Davis and Miss Lichtenstein, principal of the school, spoke on the general topic, "The Relation of the School and the Home." There were musical numbers rendered by outside artists, and by the glee clubs of classes 6A and 6B.

The parents, who numbered over 400, inspected the school building and were much pleased with the exhibitions of pupils' work. It was encouraging to notice the large proportion of men among the visitors.

Here and There.

W. A. Bell died recently at his home in Indianapolis. Mr. Bell's work in the educational field has been well known in Indiana and thruout the middle West for the past forty years. In the early part of his professional career he was a teacher in the schools of Richmond, Ind., and then superintendent of the schools of that city. In his later years he was editor of the *Indiana School Journal*, and work in connection with this periodical made him a prominent figure in all educational movements in that section of the country.

The program of the American Physical Education Association, which met at Springfield, Mass., on December 26, 27, and 28, under the presidency of Dr. Luther H. Gulick, director of physical training in the New York public schools, included the following speakers: Dr. J. I. Cronin, of the Department of Health; Lee G. Hammer; Dr. George L. Meylan, of Columbia University; and Dr. George J. Fisher, of the International Committee of the Y. M. C. A. The list of subjects for addresses included: "Exercise Must be Interesting," "The Relation of Boards of Health to Boards of Education," "Essentials and Unessentials in Physical Examination of School Children," "Certification as to Physical Efficiency," and "Examinations of Girls in Public High Schools."

The publishers of Helen Nicolay's "The Boys' Life of Abraham Lincoln" report a gratifyingly brisk demand for this work, to meet which the book has again been put to press. That the narrative is based upon the standard life of Lincoln, written by Nicolay and Hay, gives it authoritative value; and Miss Nicolay's close association with the

stores of Lincoln material in her father's possession, adds to the narrative a personal touch attractive to young readers.

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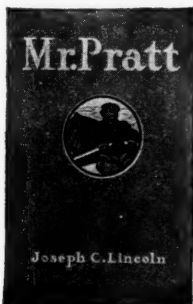
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"I've tried deep breathing every morning for a year," replied the patient. "Do it regular as clockwork, along with a cold bath. Was told that they would make me impervious to colds. And here's the result with the first cool spell of the fall."

"I'm not talking about deep breathing as a regular exercise," said the physician. "That's well enough, of course, if properly mixed with enough exercise to make it natural. I'm suggesting it merely for emergencies. About this time of the year colds are frequent because people get caught just as you did, and can't think of any way to keep warm except running a race or getting up a brisk fight with somebody, which isn't always convenient."

"In such a case, deep breathing is the best substitute for an overcoat there is. I was going down the State by trolley the other day, minus an overcoat, because it didn't seem cold, and the closed cars were on. But when I struck the Sea View line we found nothing but an open car, and it wasn't many minutes before I was wishing I had a fur coat with me. Instead of sitting there and absorbing a cold, however, which I'll bet most of the people on the car did, I simply began to take long, deep breaths, as deep as I could. When I got off the car, instead of being stiff from cold, I was warm and comfortable from the extra oxygen I'd drawn into my lungs, combined with the extra physical exertion involved."

"Just remember that. When you get caught in such a situation, a regular deep breathing exercise will save you many a cold like this. Ordinarily, deep breathing exercises want to be provided for by exercises that will make them natural. But in an emergency they're worth trying any time."—*Boston Herald*.

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